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ABSTRACT

This report contains recommendations for specific actions necessary to improve the system of higher education in South Carolina. It recommends (1) allowing the College of Charleston to become a state supported college; (2) organizing a separate system of junior colleges; (3) encouraging cooperation between the University branches and Technical Education Centers; (4) establishing a program of state grants for needy students, and a committee on student aid; (5) allowing Winthrop College to grant degrees to males; (6) designating the Commission on Higher Education as the State Commission on Higher Education Facilities; (7) removing the restriction against "indirect" aid to private institutions; and (8) appointing a joint legislative study committee to study the financial plight of private institutions. The report reviews the progress being made on other projects under its leadership which include: coordination of admissions, testing, and long range planning efforts; establishment of new programs and colleges; a review of medical education; establishment of a uniform reporting, planning and budgeting system; and plans for the development of a consortium. Appendices include enrollment patterns and projections, financial statements of the College of Charleston, a study of student financial needs, and listings of student aid programs. (AF)

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SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

Annual Report

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January 26, 1970

TO: His Excellency, Governor Robert E. McNair, Chairman, State Budget and Control Board and the Members of the South Carolina General Assembly

The South Carolina Commission on Higher Education herewith respectfully submits for consideration this annual report. Contained herein are recommendations for specific actions to improve the status of higher education in the state, together with a report of activities of the Commission and its staff.

Yours sincerely,

James A. Morris

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SUMMARY

The Commission on Higher Education, now in its third year of activity, reports on actions it deems necessary to improve the functioning of higher education in South Carolina and a digest of its major action programs at this time. Improvement in higher education, as any other activity, is a continuing effort involving coordination of many individuals and groups in the state and beyond. The Commission believes that progress is being made and that the actions recommended herein will accelerate forward movement. The Commission and its staff stands ready to support these recommendations as desired by the Governor and the General Assembly.

The Commission recommends that specific actions be taken or authorized as follows in 1970:

1. That the state accept the offer of the Board of Trustees of the College of Charleston, of the College's assets and liabilities, to the end that the College of Charleston become a state-supported institution as of July 1, 1970; to be governed by the existing Board of Trustees of State Colleges.

2. That all nine of the off-campus Branches and Centers of the two senior universities be separated from their parent institutions and organized as a separate system of public junior colleges under a new governing Board to be created for the purpose; and that specific programs of interinstitutional cooperation be entered into between academic centers and the Technical Education Centers.

3. That specific legislation establishing a Committee on Student Aid under the Commission be adopted to oversee all state-assisted activity in this area; and that there be authorized a program of state grants to help meet the financial needs of South Carolina residents attending accredited South Carolina institutions.

4. That the charter of Winthrop College be changed to permit the Board of Trustees to confer degrees upon men; and that men be admitted to the College on a commuting basis.

5. That appropriate action be taken to designate the Commission on Higher Education, rather than the Budget and Control Board, as the State Commission on Higher Education Facilities; in order to permit the Commission on Higher Education to implement more fully its role of planning for higher education.

6. That the removal of the restriction against "indirect" aid to non-public colleges and universities, recommended by the Committee to Make a Study of the South Carolina Constitution of 1895, be endorsed.

7. That a Joint Legislative Study Committee be appointed to study the financial plight of non-public colleges and universities in the state and make recommendations as to steps the state may take to alleviate this plight; and that, immediately, provision be made to allow non-profit institutions of

higher education which are not state-supported to utilize the services of the state purchasing agency of the General Services Administration.

The Commission also reports, briefly, on progress being made in the following projects under its leadership:

1. Establishment of a uniform reporting, planning and budgeting system for all public colleges and universities.
2. Coordination and support of planning for the admission of the first students at Marion State College for September 1, 1970; including provision of an adequate budget and progress on meeting the building needs for the college.
3. Establishment of four committees to guide the development of a consortium for higher education in Charleston to involve the College of Charleston, The Citadel, the Medical University of South Carolina, and other colleges as feasible.
4. Coordination of and assistance in joint efforts of the colleges and universities and of the Wildlife Resources Commission in orderly expansion of the state's research and training facilities in marine science.
5. Coordination, with the State Department of Education, of a revitalized program of in-service teacher training for elementary and secondary school teachers, at colleges and universities in the state.
6. Support of a review of medical education in the state, with particular emphasis on the role existing graduate schools in other universities may play in the professional education of physicians; and continuation of efforts to expand and coordinate para-medical education.
7. Coordination, with the State Department of Education, of a statewide testing program which would, among other things, provide for early and positive planning by individual students for their post-high school years; and for a periodic follow-up of high school graduates.
8. Cooperation, with the Joint Committee to Study Public Education in South Carolina, in their study of admissions criteria at all colleges, universities and Technical Education Centers in the state.
9. Continuation of a study of the feasibility of establishment of new two or four-year colleges in specific locations within the state.
10. Study and analysis of many issues facing higher education in the state and which may involve coordinative activities with other state, regional, or national agencies.
11. Coordination of long-range planning for the state's higher educational system, to begin this year with the establishment of working committees and with a request of each institution for its own formal long-range plan for the decade of the 70's.

DETAILS

Discussed below are each of the major recommendations on important issues facing South Carolina, requiring action or endorsement by the Governor and the General Assembly.

COLLEGE OF CHARLESTON . . . .

IT IS RECOMMENDED that the state accept the offer of the Board of Trustees of the College of Charleston of the College's assets and liabilities to the end that the College of Charleston become a state-supported institution on July 1, 1970. The Commission believes that the existing College can provide the base for a general-purpose state college; and that such an institution is needed now — and will be needed in the future — in the Charleston area.

IT IS RECOMMENDED that $300,000 be appropriated to the State College Board of Trustees for operation of the College during the initial 1970-71 fiscal year; and that tuition and required fees for all South Carolina residents be set at a total of $925 per year, for this year only. It is expected that tuition and fees will subsequently be reduced to levels corresponding to those charged at other state-supported colleges, and that state appropriations for operating expenses will be increased accordingly.

The role of the proposed new state college in Charleston should be to provide, at low cost to its students, the range of quality academic programs needed by the Charleston area and by the state. In addition to those programs already offered by the College of Charleston, these suggested programs should include, but not necessarily be limited to, baccalaureate degree programs in business administration, psychology and sociology, and education. The new college should begin, at the earliest possible time, an extensive summer program designed not only for those recent high school graduates who wish to begin their college experience right away, but also for those who may require, as pre-requisites for admission as freshmen, some additional college preparatory work which may have been omitted from their earlier education.

Although it is expected that postgraduate programs at the new college, which should be restricted to the master's degree level, will be developed in time, it is recommended that these be limited to two or three carefully chosen fields in the beginning.

Assuming that the new state college will serve, primarily, commuting students, and that many of these can and should be drawn from those who do not go on to college; the Commission has estimated, it believes conservatively, that the undergraduate student body could number at least 1,400 within five years, and might be as large as 4,000 within ten. Either figure presumes that out-of-state residents would make up 10% of the student body, and that of the South Carolina residents, seven of ten would be commuting students. These estimates were based largely on the proposed college's ability to attract into its programs large numbers of young people and adults who, without the existence of such an institu-

tion, would have ended their formal education at the high school level. Details of these estimates are given in Appendix A.

The impact of these enrollments on other institutions, within and without the Charleston area, is more difficult to assess. On the one hand, some students who might normally have gone to other institutions will undoubtedly be attracted to the new college — for example, either because of lower tuition and fees or simply because they wish to remain at home, or both. On the other hand, this loss of enrollment at other institutions should be offset at least in part because the presence of the new college should stimulate a larger fraction of Charleston-area youth to consider college as a viable alternative.

It is believed that acceptance of the Board's offer will make possible the full development of a new state college in Charleston at an earlier time and at less expense to the state than would creation of a new institution. The Commission's consultants as to the suitability of the present site of the existing College have concluded that the present site is adequate, or can be made so, and that other alternatives which might be open to the new college are less attractive.

Of the three largest urban centers in the state — Charleston, Columbia, and Greenville — Charleston alone remains without, and beyond commuting distance of, a state-supported college open to students of both sexes. Since it is believed that the urban population in the state will continue to grow at a faster rate than that of the population as a whole, we believe that the state should provide the post-high school educational opportunities needed in the Charleston area.

Interinstitutional cooperation at the post-high school level in Charleston would be facilitated by acceptance of the offer of the Board. Although the College of Charleston already provides, under contract, some of the academic curricula for the baccalaureate nursing program at the Medical University, for instance, and interinstitutional library loans are in force now; it would appear that expansion of the College's facilities, faculty and curricula would open additional possibilities for such cooperative ventures. Such expansion may also preclude the necessity for duplication of expensive facilities, or faculties, at three institutions in the area.

The Commission recognizes the contributions that the College of Charleston has made to the educational and cultural well-being of the city, the state, and the nation. While we are of the opinion that no state, much less our own, can afford or should aspire to become the sole supporter of all of higher education, we sympathize fully with the financial problems besetting all of non-public higher education. The Commission applauds the courage of the Board of Trustees of the College of Charleston in making its generous offer to the state.

To summarize, we believe that acceptance of the Board's offer, and conversion of the College of Charleston into a state college, will accomplish the following objectives:

1. Provide the low country with higher educational facilities and expanded curricula, including needed master's-level programs, at costs to the student which are comparable to those charged at other

state-supported institutions, thereby increasing the number and availability of educational options available to all;

2. Provide full utilization, and create the possibility of expansion, of College of Charleston properties; and

3. Provide an institution which can support existing state-supported institutions already located there, and which can more fully meet the educational needs of local citizens and of local industry.

Given in Appendix B is the financial statement of the College of Charleston for 1968-69; in Appendix C the College's income and expense budget for 1969-70; and in Appendix D the schedule of real estate owned by the College.

STATE SYSTEM OF JUNIOR COLLEGES . . . .

IT IS AGAIN RECOMMENDED that nine of the ten Branches and Centers of the two senior universities, excluding the Midlands (Columbia) Branch of USC, be divorced from their parent institutions and organized into a separate system of state-supported junior colleges. It is the Commission's recommendation that this proposed new system should be governed by a separate statewide Board of Trustees specifically created for the purpose.

The Commission takes full cognizance of the feeling of many of the local communities involved that the prestige of a University-affiliated branch in these communities is important. The fact remains that the Branches and Centers are, in effect, junior colleges; and that their major emphasis has been clearly on preparation of students for upper division college work. The Commission does not deny the importance of this role within the community each serves; but does believe that a perennial paucity of funds and lack of a statewide voice for these institutions unnecessarily restricts the role they could play in strengthening the higher educational system of the state. Also significant is the increased potential for cooperative ventures with technical education centers which could develop with the change in organization.

The Commission believes that the establishment of the proposed system would provide an opportunity for those communities where the need is greatest to introduce new programs needed locally; meet more readily the aspirations of the students in those localities; and to do all this at a lower cost to the individual student. Although the Commission does not believe, for instance, that the admissions criteria at the University itself — and hence at its Branches — are inordinately restrictive for a University, it does question the necessity for the same admissions criteria at the Branches, believing as it does that these Branches have an unusual opportunity to provide special programs for those students who, marginal academically or not, may want them. Consideration should be given to the degree, if any, of local financial support which should be made available to these institutions.

There is evidence that the Branches and Centers, after a decade of rapid growth, have reached a

plateau of development which suggests that a reassessment of their role and scope in the state system of higher education is timely.

Full time enrollments at the ten units in question for the autumn of each of the past three years is given in the Table below:

Sponsoring U.	No. of Units	1967	1968	1969
U.S.C.	8	1,654	1,744	1,795
Clemson	2	405	280	238
Total	10	2,059	2,024	2,033

Enrollment data for selected years prior to 1967 is given in Appendix E.

The static enrollment levels at the Branches and Centers for the past three years have, coupled with increases in other sectors, resulted in a decrease in the percentage of those enrolled at the Branches and Centers between 1967 and 1969; from 13.1% to 11.5% of the main campus enrollments at USC and Clemson, and from 8.4% to 7.7% of the total full-time enrollments in all five public institutions (excluding the Medical University). Put another way, Branch and Center enrollments, reflecting student demand, have remained constant over the two-year period, while enrollments at the main campuses of USC and Clemson have increased by 11.7% and at the main campuses of all five public institutions by 9.6%.

It is essential that the limited state funds available to meet higher education needs of the residents of the state be utilized wisely. With pressing needs to expand opportunities for increased numbers of young people and to raise the proportions of high school graduates attending college, it is questionable that simple feeder operations for universities can be afforded. Flexible and high quality junior colleges are needed which can help lift South Carolina from last place in the nation in terms of proportions of college-age people in college, and which can help meet the developing aspirations of our young people more adequately.

COOPERATION BETWEEN UNIVERSITY BRANCHES AND TEC's . . . .

IT IS ALSO RECOMMENDED that experimental but formal programs of cooperation between two year academic Centers and Technical Education Centers be encouraged. Where appropriate, and with the counsel and approval of the CHE and of the Advisory Committee for Technical Training, the staffs of such Branches/Centers and Technical Education Centers should devise plans of their own choice for such cooperation. It is suggested that such plans include, but not necessarily be limited to, joint use of instructional space, of some instructional personnel, and of facilities such as laboratory equipment and library resources.

It is evident to the CHE that maximum use of the state's limited funds for higher education must be achieved if we are to continue to move forward. Wasteful duplication of effort must, therefore, be avoided.

It is recommended that such experimental ventures be tried first at three locations: Greenville, Sumter and Conway. The choice of these three is suggested by the fact that physical plants at each location are the same or are nearby; and that some cooperation of one or the other kinds suggested here is already in use at these sites.

At Greenville, the Clemson Center occupies space owned by Greenville TEC, and provides instruction under contract to the Greenville County Advisory Committee for Technical Training. Sharing of space and facilities is therefore already an accomplished fact at this site.

At Sumter, Sumter Area TEC and Clemson University at Sumter occupy adjacent buildings on the same site. Interchange of people, and equipment, poses no problems of travel. The same is true at Conway, as between Horry-Marion-Georgetown TEC and USC's Coastal Carolina Center.

Because the physical facilities of both kinds of schools are locally owned and because the programs of both are responsive to local advisory committees, it is strongly suggested that all of these local advisory committees be brought fully into the planning of such cooperative programs. This recommendation should be implemented whether or not the change in governance of the branches recommended above is adopted.

A PROGRAM OF STATE GRANTS FOR NEEDY STUDENTS . . . .

IT IS RECOMMENDED that there be established a program of state grants for able and needy South Carolina residents attending accredited South Carolina colleges or universities as undergraduates. It is recommended that grantees be selected for these awards on the basis of financial need — as evidenced by the applicant's ability to pay, measured on a standardized scale, and the student budget at the college of his choice. It is recommended that the amount of each grant bear a fixed relationship to this measured need, but should in no case exceed the lesser of a) tuition and required fees, exclusive of room and board, at the college of choice, or b) a maximum grant award which shall be stipulated annually by the Committee (see below) administering the program.

It is not intended that this new program should be of such magnitude as to meet from this one source all of the current or anticipated demand for additional sources of student financial aid. It is, rather, expected that the applicants will be selected from those having residual need not being met by existing aid programs. It is expected that the private and the federal sectors will continue, or expand, their efforts; and that the state programs will supplement these existing sources of financial assistance, creating a coordinated program of private, state and federal resources to the end that access to educational opportunity will be broadened for more of the state's able young people. The Commission believes that the unmet financial need of students at the non-public institutions is particularly acute.

An initial appropriation of $250,000 has been requested to begin this state grants plan for 1970-71. Assuming the grants are renewable for four years given continued satisfactory performance on the part

of the grantees, the program would reach an annual level of about $1 million by 1974-5. This amount would provide an estimated 500 grants per year, assuming that each grantee is awarded about $500 per year. Annual appropriations to continue, or to expand if needed, this program would be requested annually in the CHE budget submission to the General Assembly.

It is believed that a financial barrier to higher education in South Carolina does exist for many able students. A comparison of college-going rates, by county, with family incomes in those counties shows, for 1967, that the college-going rate of high school graduates is directly related to family income, varying from a low of 22% in those counties with lowest income to a high of 35% in the counties with highest income.

A comprehensive survey of student aid programs in the state for 1967-68 showed that 30,000 South Carolina residents enrolled in the twenty-three accredited colleges and universities had a total financial aid need — over and above that which was provided by the students themselves and their parents or sponsors — of over $16 million. To meet that need, less than $8 million was awarded in aid programs administered or coordinated by the college themselves, as shown in the Table below:

Sector	% S. C. Residents (Full Time Undergrads)	Net Student Needs (millions)	Total Value Aid Awards (millions)
Public Institutions (5) . . .	61.7	$ 7.7	$ 4.1
Non Public Institutions (18)	38.3	8.4	3.5
Total	100.0	16.1	7.6

The survey also showed that, of the major types of aid available, loan programs accounted for 39% of the number of awards and 41% of aid value, work-study programs, 29% of awards and 18% of value; scholarships and other grants 26% of awards and of value, and athletic grants 5% of awards and 15% of value.

More details on these aid programs, and on the residual need of South Carolina college students, are given in Appendix F.

Because loan programs already account for nearly half the college-administered aid programs and because the state is now providing the required guarantee funds for the statewide Guaranteed Loan Program under federal guidelines; a grant program is recommended as the next needed step in state participation. This would serve to bring the existing program of loans, work-study plans and grants into a more desirable balance.

IT IS ALSO RECOMMENDED that there be established a Committee on Student Aid. The Committee, to be appointed by the Chairman of the CHE, should consist of two members of the Commission, three members at large representative of all sectors of higher education, and at least one of whom should be a college financial aid officer; all to be appointed for staggered three-year terms; and, ex

officio, the state Commissioner of Higher Education and the Executive Vice-President of the South Carolina College Council, Inc. The staff of the CHE would serve as the staff of the Committee.

The duties of this Committee should be to advise the CHE, and through it the General Assembly, on all matters pertaining to student financial aid. The Committee shall have the responsibility to maintain a current knowledge of programs of student aid available to South Carolina residents, to recommend new, or changes in ongoing, policy as to student aid to the Commission. Specifically, the Committee should actively direct the following programs:

1) The state grants program recommended above. The Committee should be empowered to enter into a contract with a private non-profit agency to carry out the administrative and clerical details of the grant program; and to promulgate such regulations as it deems necessary to insure operation of a sound program.

2) The statewide Guaranteed Loan Program. The existing South Carolina Student Aid Fund Committee, now serving as advisory to the Governor by letter appointment, should be asked to continue to advise the Committee, and through it the CHE, as to this program.

3) The participation by public institutions in various federally-funded programs such as those established by the National Defense Education Act of 1958, the Health Professions Educational Assistance Act of 1963 and Nurse Training Act of 1964, all as amended. State appropriations to each institution to provide the required state matching funds (e.g., 1/9 of the federal funds for National Defense Student Loans) are now provided annually, and routinely, by the state auditor's office. While there is no problem with this arrangement, it is felt that such appropriations should be channelled through the CHE rather than through another agency of state government. Legal authorization is summarized in paragraph 22-57 and -58, 1962 S. C. Code. There does not appear to be any action required by the General Assembly to effect the recommended change. This change would also apply to the institutional guaranteed loan programs (with USAF, Inc.).

4) The "non-contract" awards to South Carolina residents attending out of state institutions, now administered by the South Carolina Board of Control of the Southern Regional Education Board. This program of student aid, authorized by annual appropriations of the General Assembly, provides tuition assistance of up to $350 per year to South Carolina residents who wish to attend out of state institutions, primarily but not exclusively in curricula not available to them in South Carolina.

   This program is separate and distinct from the contracts entered into by the state, under the terms of the interstate compact establishing the SREB, for students in specific fields at specific institutions — hence the "non-contract" designation. At the time the "non-contract" program was begun, the South Carolina Board of Control of SREB was the logical state

agency to administer it. It would seem that subsequent creation of the CHE would make this body the logical state administrative agency for these "non-contract" awards. Since the only known authorization is contained in the annual appropriations acts, no action by the General Assembly to effect the administrative change would seem to be required.

A summary of the "non-contract" activity of the local Board of Control is given in the Table below:

	1966-67	1967-68	1968-69	Three-Year Totals
No. of Awards . . .	449	398	288	1,135
Value (thousands)	$93.0	$113.4	$72.6	$279.0

WINTHROP COLLEGE . . . .

THE COMMISSION AGAIN ENDORSES, as it has since 1968, the action of the Board of Trustees of Winthrop College in seeking a permanent change of charter to allow Winthrop to grant degrees to males on a non-discriminatory basis. The Commission reiterates its conviction that a co-educational Winthrop will provide expanded educational opportunity for many of the state's able young women and young men, at considerably less cost to the state than would creation of a new state-supported college in the area served by Winthrop.

The Commission also reiterates its stand that, initially, men should be admitted on a commuting basis only, and that dormitories or other residence halls for men only be added at such time as the demand for these becomes sufficient to justify them.

FACILITIES COMMISSION . . . .

IT IS RECOMMENDED that the CHE, rather than the Budget and Control Board, be designated as the State Commission required by the federal Higher Education Facilities Act of 1963. This will require that S. C. Act No. 1091 (1964), designating the Budget and Control Board as the State Commission, be repealed and a new bill designating the CHE be enacted.

The Higher Education Facilities Act of 1963 (PL 88-204), as amended, makes available to the states federal money for allocation to public and private institutions, by formula, for capital construction. The Act states in part, "Any state desiring to participate in the grant program under this Title shall designate for that purpose an existing state agency which is broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the state, or if no such state agency exists, shall establish such a state agency and submit to the (federal) Commissioner, through the agency so designated or established, a state plan for such participation."

To permit South Carolina participation, Act 1091 (1964) was adopted, designating the Budget and Control Board as the "State Commission"; but it then became necessary to establish a Higher Education Facilities Advisory Commission, acceptable to the USOE as being broadly representative of all sec-

tors of higher education, to advise the Budget and Control Board sitting as the "State Commission" as to allocation of federal funds available.

The intent of this recommendation is not to do away with the services of this Advisory Commission, but to allow it to report to the CHE rather than to the Budget and Control Board.

At the last count, of the 46 states which have any kind of statewide higher education agency, governing or coordinating, 19, including South Carolina have separate Facilities Commissions; and 27 states have designated their governing or coordinating agencies as the required "State Commissions." The four states having no governing, coordinating or voluntary agencies all have separate "State Commissions."

It is felt that the recommended change will assist the CHE in its long-range planning of higher educatiton.

REVISIONS TO CONSTITUTION . . . .

THE CHE RECOMMENDS SUPPORT BE GIVEN TO the change in the state constitution recommended by the Committee to Make A Study of the South Carolina Constitution of 1895, in the Committee's proposed Article VIII, Section D. The proposed Section would continue the prohibition against direct support (from public funds or state credit) of religious or other private educational institutions. The proposed Section D would, however, remove the restriction against such "indirect" support.

In the words of the Study Committee, ". . . . . By removing the word indirectly the General Assembly could establish a program to aid students and perhaps contract with religious and private institutions for certain types of training and programs . . . . . ."

Specifically, however, the Commission believes that its proposed program of student aid outlined above provides neither direct nor indirect support to the institutions themselves, because the grants are to be awarded to individuals as students and not to institutions.

The Commission also believes that contracts may be entered into with nonpublic institutions, to provide payment for services rendered — for instance, in teacher preparation or in teacher training programs.

NONPUBLIC COLLEGES AND UNIVERSITIES . . . .

IT IS RECOMMENDED that a Joint Legislative Study Committee be appointed to investigate the financial plight of nonpublic colleges and universities in the state and to make recommendations to the 1971 General Assembly as to steps the state may take to alleviate this plight.

The Commission recognizes the indispensable contribution that the nonpublic institutions of higher education have made and continue to make to the state. It reiterates its belief that the strength and

vitality of the private sector of higher education are essential to South Carolina, and to a sound system of higher education.

In South Carolina, the nonpublic sector continues to provide for a very large segment of college-bound youth (see Appendix H). It would, in the Commission's view, be clearly beyond the capacity of the state's resources to replace, or to operate, all of these institutions, should they falter.

President Gordon Blackwell of Furman University, before the Commission on behalf of the South Carolina College Council, Inc., indicated that 7 of the state's nonpublic colleges operated at financial deficits during the past fiscal year. Condensed financial statements of ten nonpublic senior colleges made available to the Commission indicated that, of the ten, five recorded a deficit in 1968-69. What is more important, of the ten, eight offset deficits incurred in their academic programs by corresponding profits from auxiliary services and other enterprises.

The Commission is concerned that, in the struggle to maintain quality in the face of steeply rising costs, tuition and required fees at the nonpublic colleges may have to be raised to the point where the average South Carolinian cannot afford them. Five years ago, in 1965-66, average tuition and fees in the state's 21 private senior colleges were about $790 per year, whereas the five state college tuition and fees averaged just $390. Just to stay even in the race with escalating costs, and being forced to rely heavily on student tuition and fees for operating income, the nonpublic college and university average tuition bill increased to $1,120 in 1969, while the average tuition and fees in the public sector rose to $470. The South Carolina student who wanted to attend a nonpublic college in 1965 was faced with a tuition bill $400 larger than he would have paid at a public institution, on the average. His brother today would have to pay $650 additional, a 62% increase in the differential in just five years.

The Commission accepts the view that the nonpublic colleges have strained their resources to the limit and may be approaching financial crises which would seriously impair their quality. It believes the Study Committee recommended may be able to find ways in which the state can or should assist, and offers its own services and those of its staff to the proposed Committee to this end.

Representative steps already taken or being considered by some other states faced with similar problems are given in Appendix J.

The Commission also believes that the student grants program, recommended in an earlier section, may be of particular value to students who wish to attend nonpublic institutions; although the student-grant program is not, and should not be considered, aid to institutions, public or private. The value of each grant is proposed to be related to the student's need — i.e., to the difference between what the required college costs are at the college at which the student is admitted and what the student can pay, based on national norms. To simplify, take as an example a commuting student who is able to contribute only $500 per year toward the cost of his education, from all sources. His "need" at a given private college whose tuition and fees are $1,200 per year would be $700; whereas his

"need" at a nearby public college where tuition and fees are $600 would be $100. If the proposed Committee on Student Aid had decided, based on the available state appropriation for that year, that each grant should amount to 50% of this "need" the student would be eligible for an award of $350 if he attended the non-public college and $50 if the public. It was also proposed that awards be made on the basis of the greatest need.

Although the Commission did endorse, last year, the recommendation of the South Carolina College Council that tuition equalization grants be authorized for commuting students at the nonpublic institutions, it now believes that its proposed grants program would better meet the needs of the state. This is because the focus of the proposed grants program is on the student, and not on the institution.

IT IS ALSO RECOMMENDED that provision be made to allow those nonprofit institutions of higher education which are not operated by the state to utilize the services of the central state purchasing office of the General Services Administration. It is believed that such provision would permit such nonprofit colleges and universities to effect substantial savings in bulk purchases of standard items, particularly where orders for such items for the private sector may be combined with those for the public.

Other issues in today's higher educational picture in the state, not requiring specific action by the General Assembly at this time, are each discussed below in the nature of a report on activities of the Commission on Higher Education:

UNIFORM REPORTING, PLANNING AND BUDGETING SYSTEM . . . .

1970 will be a year of continued development and expansion of a statewide system of data identification, reporting, planning and budgeting to meet the needs of the state colleges and universities, the Commission on Higher Education, and other relevant state bodies.

In 1969 agreement was reached between the state colleges and universities and the Commission on the form and content of reports for reporting essential information to the Commission. Submission and analysis of these reports will commence in 1970, covering academic 1969-70. Initial emphasis will be on student and faculty data; subsequent developments will deal with facilities, accounts and courses.

A Committee on Uniform Classifications and Codes, with representation from all the state colleges and universities, the State Auditor's office and the Commission staff, made excellent progress in 1969 with its first assignment: development of a standard chart of accounts. This will be made available to all colleges and universities, both public and nonpublic. It will enable them to adopt new and uniform classifications, promote inter-institutional comparisons, facilitate reporting to the Commission and the federal government, and will be consistent with recommended practice elsewhere. The Committee will

also recommend standard codes, which will facilitate computerization. Forthcoming assignments will include uniform classifications and codes for students, staff, facilities and courses.

The Computer Advisory Committee, organized late in 1969 under chairmanship of a Commission staff member, brings together the public college computer center directors and related personnel, as well as a State Auditor's representative. A major purpose is to provide regular opportunities to share experience, problems and plans so as to expedite computer usage at optimum cost. 1970 activities will include investigation of means of sharing computer facilities, programs and courses with public and private colleges which have little or none of these as yet. The Committee will also consider to what extent it could beneficially serve as a review group on proposed acquisitions of new computers. Such a review group will be of mutual assistance in promoting the desired degree of compatibility among the public institutions of higher learning. It should also perform knowledgeably for the public colleges and universities the review function now performed for other state agencies by the State Budget and Control Board's General Services Division.

The Commission staff proposes in 1970 to consult with the State Budget and Control Board staff with the view of developing only one set of statistics, for supporting state college and university budgets, which will meet the needs of both bodies and of the institutions. The Commission staff also proposes to work with the State Budget and Control Board staff in developing an improved format for presentation of college and university budgets, commencing with 1971-72 budgets. Such a format, to be most useful and meaningful to all concerned, should be consistent with the manner in which the colleges and universities keep their accounts and prepare budgets for their own purposes, with U. S. Office of Education's reporting requirements, and with the American Council on Education's manual which prescribes budgeting and reporting formats for colleges and universities nationwide. A format designed specifically for colleges and universities, rather than for state agencies, will also facilitate the use of measurements and meaningful comparisons in the budgeting process.

A consulting firm, Educational and Economic Systems, Inc. (formerly Campus Facilities Associates) will, to complete its agreement with the Higher Education Facilities Commission, discuss directly with representatives of South Carolina nonpublic colleges an adaptation of the planning and reporting system outline previously submitted to the public institutions. The principles, procedures and formats involved are generally sound, and the services of the Commission staff will be made available to the extent appropriate.

The Commission has developed a new and potentially useful relationship with the Regional Education Laboratory for the Carolinas and Virginia (RELCV), a federally-assisted agency. RELCV has agreed that its Data Management Division staff will assist the Commission in developing the statewide management information system for higher education. Initially, emphasis is on simplifying reporting on a manual basis. Later in 1970, and in 1971, emphasis will shift to computer-assisted data collection, analysis and reporting.

The Commission proposes in 1970 to collaborate more fully with groups such as the Western Interstate Commission for Higher Education and the Southern Regional Education Board which are developing definitions and standardized data elements for higher education management information systems. In view of the close ties between these groups and the U. S. Office of Education, their recommendations are likely to be adopted by the federal government.

A major objective of the Commission for the early part of 1970 is to sponsor development by each state college and university comprehensive five-year and longer-range plans (see below). These, when adopted, will provide a more businesslike basis for budgeting.

MARION STATE COLLEGE . . . .

The Commission continues to support the work of the Board of Trustees of State Colleges, and of President-designate W. Douglas Smith, in preparation for the opening of Marion State College, at Florence, in September 1970.

On the plausible assumption that approximately 650 students will be enrolled for the first year in this new institution, Commission staff members have worked closely with the Budget and Control Board in developing a proposed operating budget for the college. The Commission believes that the provision of an adequate budget for Marion State is of critical importance.

Under contract to the Commission, the firm of Gill and Wilkins, of Florence, has been retained to provide a first plan for the development of the physical plant at Marion State. Approval of the Commission was given to the Board of Trustees to explore the possibility of acquiring land adjacent to the present site, for future expansion.

Student recruitment has been undertaken by USC's Florence Branch staff members in the area, acting on behalf of the College. Also acting on behalf of the College, the Commission submitted the application for the new college to participate, in 1970-71, in three major federally-assisted student aid programs.

To provide some temporary office space now at Florence, the Commission has arranged the purchase of a portable classroom building. Other units of this type will be procured as necessary to provide extra classroom and library space needs on a temporary basis until the permanent construction program at Florence can begin.

CHARLESTON AREA CONSORTIUM . . . .

The Commission has coordinated the establishment of four committees looking to the development of a consortium for higher education in the Charleston area. The Policy Committee, consisting of the Presidents of the College of Charleston, The Citadel, and the Medical University, and chaired by the Commissioner of Higher Education, has working under its direction a Working Committee, a Committee on Computer Science, and a Committee on Marine Science.

The Working Committee, consisting in the main of the principal academic officials at each of the three institutions, has undertaken a survey of existing interinstitutional agreements and contracts already in effect, and the coordination of existing and planned post-graduate programs in the area.

The Computer Sciences Committee has been formed to coordinate and promote making available to higher education in the Charleston area all existing and planned computer facilities for research, operation, educational and administrative uses.

The Marine Science Committee has been formed to assist the institutions in development of educational and research programs in marine science; to take advantage of natural resources of the area and of existing strengths in each of the three institutions.

JOINT PROGRAMS IN MARINE SCIENCE . . . .

The Commission staff has been working with the Wildlife Resources Commission in the interest of expanding in South Carolina the capacity for marine science research. The Commissioner of Higher Education and the Deans of the Graduate Schools at the University of South Carolina and Clemson University serve in an advisory capacity to the Wildlife Resources Commission in the development of the marine science laboratory in Charleston. Primary emphasis up to this time has been on recruiting staff for the laboratory and making arrangements with the College of Charleston and the Medical University of South Carolina for land on which to develop a laboratory. It is anticipated that construction will begin in the spring of 1970 and that the program will be started by fall.

As noted in the preceding section, the Commission is working with the colleges in Charleston to develop a consortium arrangement for marine science research and education among the colleges and the Medical University. As this program develops, the goal is to have all of the public and private institutions of higher education in the state who have capacity for marine science research afforded opportunities for conducting such research under the most favorable conditions.

There are other ramifications to this vital area of research in that coordinative efforts will also take place with the Coastal Plains Commission and the National Science Foundation. At the same time educational programs for marine scientists are being strengthened at the universities. All of these efforts are designed to develop more fully the potentials of this highly important natural resource to South Carolina.

IN-SERVICE TEACHER TRAINING . . . .

Joint efforts with the State Department of Education, the schools and the colleges will be continued to evolve a workable program of continuing, or in-service, training for school teachers.

Critical areas of need for in-service training have been identified through a survey of school districts conducted by the State Department. The five areas of need at the elementary level were found

to be, in order: (1) reading, (2) mathematics, (3) supervision, (4) exceptional children, and (5) languages. At the secondary level, the five areas identified as being most critical were: (1) reading, (2) mathematics, (3) language arts, (4) supervision and (5) vocational training.

The results of this survey have been forwarded to each college and university in the state, together with an invitation to each to submit proposals for programs to provide in-service training for teachers in the designated fields. All proposals will be evaluated by the staff of the State Department of Education. Final evaluation of the proposals, and award of grants to carry out those approved, will be made by the Commission, utilizing for this purpose the special appropriation to the Commission for 1969-70 for teacher training. It is anticipated that some programs will be in operation during the spring and summer of 1970. Based on the experience gained in planning and directing these programs during this academic year an improved program will be possible in the 1970-71 academic year.

MEDICAL EDUCATION . . . .

The Commission continues to support expansion of efforts to improve the quality and the quantity of professional and subprofessional workers in the health care field. In order to obtain a better perspective on current problems in this field, the Commission arranged a special one-day meeting, in October, on Medical Education in South Carolina.

One result of this meeting was agreement that the feasibility of allowing some medical students to begin their professional educations as graduate students at a university different from the Medical University should be explored. The Commission will coordinate this exploration, which will be carried out by the academic deans or vice-presidents at each University in the state, public and non-public. Should the plan prove to be workable at a reasonable cost, benefits in the form of larger classes which could be accommodated at the Medical Universty would follow. It is important to recognize that no new two-year medical schools are under consideration.

In other health-related areas, the Commission staff continues its inhouse appraisal of the nursing school situation as it now exists in the state and its efforts to coordinate para-medical programs. There are three nursing programs which prepare students for licensure as RN's. These are: "Diploma" programs, generally lasting three years beyond high school, and conducted under the auspices of, and within, Hospital Schools of Nursing; and Associate Degree and Baccalaureate Degree programs operated within colleges or universities with suitable arrangements with cooperating hospitals for clinical training.

A list of current South Carolina programs, with total numbers of diplomas or degrees awarded by each for the past three years, is given in Appendix I.

The Commission has approved a proposal submitted by the University of South Carolina for the establishment of a Master of Science Degree in Nursing. The two approved areas of specialization are psychiatric nursing and nursing administration.

The Commission on Higher Education has also endorsed the establishment of two-year nursing programs in Technical Education Centers in principle, provided each proposed program meets the standards set by the South Carolina Board of Nursing and the National League of Nursing, and that specific proposals and programs are submitted to the Commission for approval.

It is also to be noted that agreements with the staff of the State Advisory Committee for Technical Training have been made so that new degree and certificate programs in the various Technical Education Centers will be submitted to the Commission for review. The Commission will seek the advice of experts at the Medical University and elsewhere in its appraisal of these proposed new programs in the health care field.

STATEWIDE STUDENT SURVEY . . . .

During the year, the Commission staff explored the possibility of initiating a statewide survey system which would begin early enough in the secondary school years to assist the students themselves in identifying their post-high school plans. As envisioned by the staff, this program when fully operational would have given high school sophomores, and seniors, an opportunity to gauge their own ambitions; and at the same time would have yielded dividends to the CHE, to other state agencies, and to colleges and universities, in terms of data on numbers of students planning to seek college admissions, in what kinds of institutions, and in which curricula.

During the course of these discussions, it was learned that staff members of the State Department of Education were planning a separately-conceived program of testing for students in all public schools, elementary and secondary.

Rather than proceed with an independent program, although the basic objectives of the two programs are dissimilar, the CHE has suggested to the State Department of Education that elements of the CHE program be added to that of the State Department; and that, at the very least, the proposed follow-up study of a recent high school class be carried out on a statewide basis. The staffs of the CHE and of the State Department will continue to collaborate on this matter.

COLLEGE ADMISSIONS . . . .

An analysis of admissions requirements at all colleges and universities in the state is being made, under the direction of the Joint Legislative Committee to study Public Education in South Carolina. The Joint Committee has for this purpose appointed a Task Force, of which the Commissioner of Higher Education is a member, to evaluate admissions requirements for all post-high school institutions, including Technical Education Centers, and to evaluate the transferrability of credits earned in one institution to another.

The Commission has forwarded to each college and university a questionnaire on admissions policies. The completed questionnaires will form the basis of the Task Force study.

CRITERIA FOR NEW COLLEGES . . . .

The Commission will continue to study the feasibility of actions regarding the establishment of new two- or four-year colleges in specific locations within the state. The gathering of base data on population trends, by age groups, and of high school graduations, for some localities has been completed. As required, these can be projected into the future to yield college enrollment estimates, as for example has been done for the Charleston area (in Appendix A).

It is expected that the Commission's long-range objectives for higher education, discussed below, will incorporate criteria to be used in evaluating the need for additional state-supported institutions of higher education.

For additional two-year post high school institutions, the criteria will include:

Need — The region seeking the establishment of a two-year public college must present evidence, satisfactory to the Commission and the General Assembly, of an unmet need in higher education in the region to be served. The region served, on the presumption that such institutions will be commuter-type only, shall be that within a 25-mile radius of the proposed site.

Role — The role and scope of the proposed institution must be clearly defined to assure a lack of conflict with either existing or planned public or nonpublic institutions within the same region.

Population — A minimum population of 50,000 should reside in the area served. A minimum of 1,000 students should be graduated annually from the high schools of the area served. There must be reasonable evidence that these minimum levels shall be maintained for at least 20 years.

Enrollment — Reasonable assurance must be offered that a minimum opening enrollment of 350 full-time students will be met, with assurance of a 500-student potential within three years. Increases in these minima may be required if another institution of higher education, which has demonstrated its willingness to serve the people of the region, is already located within the region.

Physical Site — An adequate site must be available, which meets the standards for such a College. A minimum of 100 acres is required for a non-urban site.

Financing — Reasonable assurance of adequate support from the state, and other sources, must be available. A proposed operating budget for the first three years must be presented, to include the first year of planning operations, and the first years of operations. A capital expenditure budget must also be prepared, to include planning for the physical plant. Consideration will be given to the degree of local support assured in terms of furnishing a suitable site and in terms of support of operating budgets.

Timing — No such institution shall be authorized to admit its first students unless the chief executive and such key employees as the governing Board may designate, shall have had at least one full calendar year to devote to detailed planning for the new institution. Generally, this would mean a minimum of 18 months should elapse between authorization for the new institution and admission of the first students, given adequate physical facilities, and prompt action by the Board in selection of a qualified candidate for the presidency.

For additional state-supported senior colleges, criteria will include:

Need — No new senior college shall be authorized unless evidence, satisfactory to the Commission and the General Assembly, of an unmet need in higher education in the region to be served exists. The region served shall generally be that within a 25-mile radius of the proposed site, except that suitable consideration shall be given to the proposed special role and scope of the proposed institution if its proposed programs are of sufficiently unusual nature to warrant initial planning of dormitory facilities from the beginning.

Role — The role and scope of the proposed institution must be clearly defined to assure a lack of conflict with either existing or planned public or nonpublic institutions within the same geographic region; and to assure conformity with the overall needs of the state in higher education.

Enrollment — Reasonable assurance must exist that a minimum opening enrollment potential of 500 full-time students can be assured; with assurance of a 1,000-student potential within five years. For an institution expected to serve, in the main, commuting students, a minimum of 3,000 students graduated annually from the high schools within the region for the next 20 years must be forecast. Increases in these minima may be required in areas already served by existing institutions, public or nonpublic.

Physical Site — An adequate site must be available which meets the standards for such a College. A minimum of 150 acres is required for a non-urban site.

Financing — Reasonable assurance of adequate support from the state must be available. The Board, with the advice and counsel of the CHE, must prepare a proposed operating budget for the first three years, and must prepare a capital expenditures budget, based on a physical plant plan sufficient to meet the proposed needs of the institutions for the first five years.

Timing — No new state college shall be authorized to admit its first students until the chief executive officer of the institution, and such other key employees as the governing Board may designate in each case, has had at least 18 months, and preferably longer,

to engage in detailed planning for the new institution and in faculty and staff recruitment. This would generally mean that about two years should elapse between authorization of the new institution and admission of its first students, provided physical facilities are then adequate.

CONTINUING STUDIES . . . .

The Commission staff is engaged on a continuing basis in a variety of studies and reports on many aspects of higher education for the Governor's office, legislative committees, other educational agencies both within and out of the State, and private citizens. Numerous inquiries about higher education are answered for many individuals and groups. As part of the Commission's informational program a higher education newsletter is published and talks are made to many organizations by members of the staff.

Cooperation with other State agencies and regional and national education agencies facilitates the progress of higher education in the State. The CHE reiterated this year its endorsement of the joint Clemson University-South Carolina State College plan to phase out upper-division work in agriculture at Orangeburg and to provide transfer opportunities to Clemson for students at South Carolina State in the agriculture program; and worked with the administration at both schools this year in implementing this program. A federally-supported program of providing technical assistance for small business is a joint effort of the Commission and the State Development Board. Many projects in the areas of budgets and facilities planning are prepared by the staffs of the Commission and the Budget and Control Board. The U. S. Office of Education is working through the Commission in its investigation of the progress of desegregation in higher education in the State. Many cooperative endeavors are engaged in with TEC and the State Department of Education. Also relevant are the activities of the staff in the program efforts of the Education Commission of the States, the Southern Regional Education Board and the Regional Educational Laboratory for the Carolinas and Virginia.

LONG-RANGE PLANNING . . . .

The Commission will begin preparing a plan of action for higher education through 1980. It is recommended that this planning begin with requests of each public institution to submit its own internal plan for this period; and, simultaneously, that the Commission establish Working Committes in the fields of Goals and Missions, Academic Programs, Enrollments and Admissions, Student Financial Aid, Physical Plant and Equipment, Library Resources, Faculty, Nonpublic Institutions; and similar fields as may be appropriate. The Working Committee members should in the main be drawn from the state's academic community, with representation of the general public as appropriate.

LIST OF APPENDICES

Appendix A: Enrollment Estimates for College of Charleston

Appendix B: College of Charleston Financial Statement, 1968-69

Appendix C: College of Charleston Income and Expense Budget, 1969-70

Appendix D: Schedule of Real Estate Owned, College of Charleston

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Appendix F: Study of Student Financial Aid in S. C.

Appendix G: Student Aid Programs in S. C., 1967-68

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Appendix J: State Support for Nonpublic Institutions of Higher Education

APPENDIX A

ESTIMATED ENROLLMENTS AT A NEW STATE COLLEGE IN CHARLESTON

Summary

Estimates have been made of the probable undergraduate enrollments at the potential new state college in Charleston. It was assumed that the college will be predominantly urban in character, designed to serve the Charleston area.

The estimates were therefore based on the estimated numbers of students to be graduated from high schools within commuting distance of the city. It was also presumed that the fraction of area high school graduates going to college will increase, so as to reach the 1968 U. S. average by 1980.

It was then assumed that either

(1) all of the increase in the college-going rate will be absorbed by the new college, or

(2) the new college will only absorb a fixed fraction of all those who are college bound.

These two assumptions yield two different estimates of the number of commuting South Carolina residents as freshmen at the new college. Four-year enrollment totals are obtained in each case by application of an 80% retention factor to each class. The first assumption, above, yields larger enrollment figures than does the second.

It was also assumed, for both sets of estimates, that South Carolina residents who commute will make up 70% of all South Carolina residents enrolled; and that all South Carolina residents will comprise 90% of the total undergraduate student body.

Estimates of the total undergraduate enrollments are summarized in the Table below:

ESTIMATED UNDERGRADUATE ENROLLMENTS

Year	First Assumption	Second Assumption
1970	(730)[1]	(730)[1]
1973	1,060	960
1975	1,630	1,110
1980	3,100	1,400
1985	4,100	1,500

(1) Anticipated enrollment, Fall 1970.

These estimates probably define upper and lower bounds for the new college and, at least through 1975, are reasonably compatible. Neither estimate presumes that large numbers of students are diverted from existing institutions.

Details

A. Area High School Graduates

The basic assumption was made that a new state college in Charleston will rely for the majority of its students on South Carolina residents who commute. Estimates of the number of high school graduates from the area to be served are therefore fundamental.

Most authorities believe that a 30-mile one-way distance is near the maximum that should be considered for commuting. A 25-mile (air line) radius around the city of Charleston includes 20 of 22 public high schools in Charleston County (excluding only those in McLellanville), and includes two (Cainhoy and Hanahan) in Berkeley County and two (Alston and Summerville) in Dorchester County. These 24 high schools graduated 2,040 seniors in 1963, a figure that increased to 3,020 by 1968.

Estimates of the number of high school seniors to be graduated from these 24 schools were made, at our request, by the Division of Research of the State Department of Education. The estimates derive from studies of retention rates of students in the public school system.

Actual and projected numbers of the graduates from this area are given in the Table below:

HIGH SCHOOL GRADUATES

Year	1964	1966	1968	1970	1975	1980	1985
No. Graduates . .	2,460	2,910	3,020	3,200	3,610	3,660	3,310

B. Potential College Freshmen In The Area

For the past several years, the percentage of high school graduates from the 24 high schools in question who have gone on to college has ranged from a low of 30% in 1963 to 36% in 1968.[1] These percentages are only slightly higher than those for the state as a whole, but do exhibit a slight upward trend.

It can be hoped that establishment of a state-suppported institution in a populous area such as Charleston, with quality programs designed to meet the needs of a larger percentage of college-bound youth, will attract numbers of students who may not otherwise enroll in any college.

A worthy objective would be to raise the college-going rate of high school graduates in this area, within ten years, to that rate, 56%, now existing in the U. S. as a whole. This would require that the college-going rate increase from its present base at a rate of about 1.5% per year.

In what follows, it was assumed that this ratio will in fact increase at the desired rate, so that the percentage of high school seniors enrolling in college anywhere will be as follows:

ASSUMED VALUE OF COLLEGE-ENROLLMENT RATIO OF HIGH SCHOOL GRADUATES

Year	1968*	1970	1975	1980	1985
Ratio (%)	36	40	48	56	64

* Actual Value

C. Estimates Of Commuting Freshman Enrollment

It was next necessary to make some guesses as to where these students may enroll. No firm guidelines for making these guesses exist. Two different assumptions could, however, bracket the future enrollment patterns in the Charleston area.

It may first be assumed that **all of the increase in the college-going rate will occur at the new state college.** This assumption then is that the fraction of area high school graduates attending existing institutions will remain fixed at its 1968 value, and the increased numbers projected above will all enroll at the proposed state college in Charleston.

A second assumption may be made that the increased numbers of high school graduates enrolling will divide themselves in some manner between existing and proposed institutions. A survey carried out in 1968 for the Charleston Higher Education Study Committee indicated[2] that, in the Charleston area, about 20% of college-bound youth go out of state, 50% attend other in-state institutions, and 30% attend Charleston area institutions. Of the latter group, about one in five attends the College of Charleston, according to that report. The proposed new state college would not bear many of the attributes of the College of Charleston, and the assumption is made that the numbers going to the new state college could include **half of those who remain in the Charleston area:** that is, it is assumed that **15% of college-bound area graduates attend the new state college,** and 15% other Charleston-area institutions; and that 70% continue to leave the Charleston area for college.

The numbers of commuting freshmen who could be expected at the new state college under both of these assumptions are given in the Table below:

COMMUTING FRESHMEN AT NEW CHARLESTON STATE COLLEGE

	Assumption No. 1		Assumption No. 2	
Year	Percentage of HS Grads	Number	Percentage of HS Grads	Number
1970	4	130	6	190
1973	8	290	6.7	230
1975	12	430	7.2	260
1980	20	730	8.4	310
1985	28	930	9.6	320

D. Total Undergraduate Enrollments

Total undergraduate enrollments based on these numbers of freshmen were estimated by applying an 80% retention factor to each class, and summing all four classes for the year of interest.

There are also two other kinds of students who must be considered: South Carolina residents who do not commute, and out of state residents.

As to state residents who do not commute, but who live in private or college-owned housing, it was assumed that these would make up 30% of all South Carolina students enrolled.

It was also assumed that out of state students will make up 10% of the total undergraduate student body.

Combining all these assumptions leads to the estimates given in the final Table.

ESTIMATED UNDERGRADUATE ENROLLMENTS

	Assumption No. 1 (1)			Assumption No. 2 (2)		
Year	S. C. Commuters	Total S. C. Residents	Total	S. C. Commuters	Total S. C. Residents	Total
1973	670	960	1,060	604	860	960
1975	1,030	1,470	1,630	700	1,000	1,110
1980	1,940	2,770	3,100	880	1,260	1,400
1985	2,600	3,700	4,100	940	1,340	1,500

Notes:
(1) College-going rates in Charleston grow to 1968 U. S. average by 1980 — all growth is at new college.
(2) College-going rates in Charleston grow to 1968 U. S. average by 1980 — 15% of college-bound to new college.

F. Discussion

The base on which these estimates rest — the estimates of future high school graduates in the area — is considered to be the best now available. It is worth noting that these estimates do not extend so far into the future that guesses have to be made at future birthrate trends; and that students normally expected to graduate from high school in 1980 entered first grade in 1968.

Beyond this, however, there is little experience to serve as a guide. The choice of a 1980 target date to meet 1968 national averages as to the fraction of high school graduates enrolling in college is not, however, unreasonable. This will require that some form of state (or new federal) program of financial assistance be made available to students. It will also demand that all colleges and universities adopt programs which are attractive to South Carolina students, and which meet their needs.

The two sets of assumptions made here — that either all of the new demand be met by the new college, or that the new college will share in this estimated growth in demand — represent the upper and lower bounds, respectively, on these enrollment patterns. Although the two sets of estimates diverge rapidly, the differences are not so great up to 1975. In that year, for instance, the average of the two enrollment estimates would be about 1,400 students.

The effect on other institutions, public and nonpublic, is also difficult to estimate. However, no deleterious effect on Charleston-area enrollments at any other institution was implied by either of the two assumptions used here.

Under the first assumption, for instance, the fraction of students attending other than Charleston-area institutions was assumed to remain at 70% of college-bound high school graduates. But in this case, this figure would represent a fixed 25% (0.70 x 0.36) of the high school graduates in the area, the increase in college enrollments being all absorbed by the new state college. The number of students enrolling elsewhere would fluctuate only with the number of high school graduates.

The second assumption also retains the 70% figure for attendance out of the immediate area, but permits the number of students to increase with a general increase in the overall college-going rate for the area, as well as with the number of graduates. In other words, the fraction of high school graduates postulated to leave the Charleston area would increase from 25% today to 45% (0.7 x 0.64) in 1985.

References

(1) **College Freshman Reports,** annual, **1963-64** through **1968-69,** State Department of Education, Columbia, South Carolina.

(2) **Charleston Area Needs For Higher Education,** Cresap McCormick and Paget, New York, February, 1968.

APPENDIX B

COLLEGE OF CHARLESTON

COMPARATIVE BALANCE SHEET

As of May 31, 1969

	Total	Inter-Fund Elimination	General Fund Ex. "A-1"	Treasurer's Savings Fund Ex. "A-2"
ASSETS				
Cash on Hand and in Banks	104,511.92		34,186.96	29,893.97
Securities Owned	818,364.74			763,322.53
Real Estate Owned	1,911,066.90		784,657.54	394,153.39
Loans Receivable	230,863.10			
Accounts Receivable	21,625.37		21,412.02	
Accrued Interest Receivable	30.11			30.11
Prepaid Expenses	1,077.54		1,077.54	
Other Assets	12,000.00		12,000.00	
Due from Other Funds	-0-	(119,597.71)	24,390.60	207.11
Inventory Books	4,273.40			
Total Assets	3,103,813.08	(119,597.71)	877,724.66	1,187,607.11
LIABILITIES, RESERVES AND NET WORTH				
Reserve for Repairs and Improvements	8,250.00			8,250.00
Accounts Payable	213,319.28		13,949.96	
Accrued Salaries	30,555.79		30,555.79	
Advance Student Collections	42,546.28		42,546.28	
Mortgages Payable	508,849.97		193,849.97	
Unremitted Payroll Deductions	20,310.61		20,310.61	
Notes Payable	-0-			
Key Deposits	138.00		138.00	
NSF Grants	38.27		38.27	
President's Descretionary Fund	7,704.00		7,704.00	
Alumni Roll Call	11,667.35		11,667.35	
Other Grants and Projects	8,119.78		8,119.78	
Due to Other Funds	-0-	(119,597.71)	70,207.11	385.22
Total Liabilities and Reserves	851,499.33	(119,597.71)	399,087.12	8,635.22
Net Worth	2,252,313.75	-0-	478,637.54	1,178,971.89
Total Liabilities, Reserves and Net Worth	3,103,813.08	(119,597.71)	877,724.66	1,187,607.11

APPENDIX B (Continued)

Development Fund Ex. "A-10"	Student Activities Ex. "A-11"	Student Loan Funds Ex. "A-12" & Ex. "A-13"	Bond & Revenue Fund	Dormitory-Student Union Fund	Book Store Ex. "A-19"	Fort Johnson Ex. "A-21"
12,339.24	4,854.41	6,298.04	16,166.82		509.37	263.11
19,730.41			35,311.80			
154,196.22				539,648.30		38,411.45
		230,863.10				
					213.35	
95,000.00						
					4,273.40	
281,265.87	4,854.41	237,161.14	51,478.62	539,648.30	4,996.12	38,674.56
1,000.00		198,070.25			299.07	
				315,000.00		
792.50		23,212.88				25,000.00
1,792.50	-0-	221,283.13	-0-	315,000.00	299.07	25,000.00
279,473.37	4,854.41	15,878.01	51,478.62	224,648.30	4,697.05	13,674.56
281,265.87	4,854.41	237,161.14	51,478.62	539,648.30	4,996.12	38,674.56

COLLEGE OF CHARLESTON

CONSOLIDATED INCOME STATEMENT

For the year ended May 31, 1969

	Total	Inter-Fund Elimination	General Fund Ex. "B-1"	Endowment Funds Ex. "B-5"	Scholarship Funds Ex. "B-8"
Income					
Rents Received	22,603.53		62.89	11,580.00	4,958.14
Int. & Div. Rec. — Net	33,233.05			24,648.41	6,571.76
Contributions	104,493.05				4,100.00
Tuition & Fees	552,545.02		514,865.59		
City & County Scholarships	99,166.67		99,166.67		
Dormitory Fees	160,406.23				
Cafeteria & Snack Bar	33,995.95				
Sale of Books — Gross Profit	5,720.18				
Miscellaneous	1,556.73		1,310.08		
Transfers from Income	-0-	(57,424.83)	57,424.83		
Total Income & Transfers	1,013,720.41	(57,424.83)	672,830.06	36,228.41	15,629.90
Expenses and Transfers					
Salaries	472,380.60		428,636.74		
Oper. Expense — General	79,878.82		79,777.79		
Laboratories	13,031.20		13,031.20		
Library	14,417.57		14,417.57		
Education	1,627.86		1,627.86		
Gymnasium	12,067.06		12,067.06		
Taxes & Fringe Benefits	59,411.51		59,411.51		
Summer School	3,096.84		3,096.84		
Student Activities	71,207.22		34,095.00		
Dormitories	101,860.76				
Interest Paid	20,962.39				
Scholarships	9,250.00				9,250.00
Taxes	965.63			459.38	506.25
Depreciation	3,494.46			2,351.05	1,143.41
Capital Outlay	8,127.26		8,127.26		
Other Disbursements	9,009.76		5,194.02	375.00	99.09
Transfers to Income	-0-	(57,424.83)		31,875.35	
Transfers to Principal	1,745.82			995.82	
Total Expense & Transfers	882,534.76	(57,424.83)	659,482.85	36,056.60	10,998.75
Excess of Income or (Expense)	131,185.65	-0-	13,347.21	171.81	4,631.15

CONSOLIDATED INCOME STATEMENT (Continued)

Ford Foundation Ex. "B-9"	Development Fund Ex. "B-10"	Student Activities Ex. "B-11"	Student Loan Funds Ex. "B-12" & Ex. "B-13"	Bond & Rev. Craig Union Ex. "B-14" & Ex. "B-16"	Auxiliary Enterprises Ex. "B-17" & Ex. "B-18"	Book Store Ex. "B-19"	National Science Foundation Ex. "B-20"	Fort Johnson Ex. "B-21"
3,300.00								2,702.50
235.22	28.80		1,380.25	368.61				
	99,393.05		1,000.00					
		37,679.43						
				117,566.69	42,839.54			
				33,348.19	647.76			
						5,720.18		
				173.00			73.65	
3,535.22	99,421.85	37,679.43	2,380.25	151,456.49	43,487.30	5,720.18	73.65	2,702.50
				37,137.34	5,684.42	922.10		
						101.03		
		37,112.22						
				80,629.30	21,231.46			
				9,921.87	11,040.52			
	2,993.50						179.90	168.25
2,785.22				17,233.36	5,530.90			
750.00								
3,535.22	2,993.50	37,112.22	-0-	144,921.87	43,487.30	1,023.13	179.90	168.25
-0-	96,428.35	567.21	2,380.25	6,534.62	-0-	4,697.05	(106.25)	2,534.25

APPENDIX C

COLLEGE OF CHARLESTON

BUDGET 1969-70

INCOME

1.	Tuition			
	A — Full time students			
	(1) From City and County of Charleston	335 @ 925		$ 309.875
	Less: Faculty Dependents & Trustee Scholars	25 @ 925		—23,125
				286,750
	(2) From outside City & County of Charleston	175 @ 1,225		214,375
	B — Part time students			
	(1) Taking one course	3 @ 350		1,050
	(2) Taking two courses	7 @ 600		4,200
	C — Students enrolling for second semester	25 @ 550 = 13,750		
		2 @ 750 = 1,500		15,250
				521,625
	D — Deduct estimated loss of tuition revenue	20 @ 375 = 7,500		
	from students dropping out during year	10 @ 475 = 4,750		—12,250
	Total Tuition			509,375
2.	Student Activities	510 @ 75 = 38,250		
		less 30 @ 25 = 750		37,500
3.	Special Charges (Application, Transcript, Diploma, Etc.)			8,000
4.	Summer Session — Tuition, 41,511; Registration, 1,145; Late Fee, 290; Vocational Training, 3,500; Catch Up, 700			47,146
5.	City Appropriation			50,000
6.	County Appropriation			50,000
7.	Endowment Income			33,000
8.	Ford Foundation Income			2,500
9.	Miscellaneous credits, including gym rentals			2,500
10.	National Defense Student Loans, HEW, Administrative Expenses			2,475
11.	Medical University			5,000
12.	Vocational Education			10,000
13.	Two Mill Assessment			200,000
14.	Alumni Roll Call			35,000
15.	Profit from Auxiliary Enterprizes			10,000
				$1,002,496

APPENDIX C (Continued)

EXPENSES

SALARIES

Administration	$ 55,834	
Academic	11,700	
Admissions	22,516	
Instruction	387,850	
Library	17,500	
Alumni	16,600	
Development	11,100	
Gymnasium and Physical Education	4,800	
Student Affairs	14,100	
Maintenance and Janitors	21,000	
Marine Biological Laboratory	10,750	
Summer Session	22,250	
		$ 596,000

GENERAL

Bishop Smith House	$ 4,500	
Maintenance and Repairs	12,000	
Rewiring Main Building and essential renovations	25,000	
Office Supplies and Equipment	9,000	
Stationery and Printing	9,500	
Heat, Light, Water	9,500	
Telephones	5,000	
Truck (purchase of new truck and upkeep)	3,500	
Membership Dues	2,300	
Commencement	1,700	
Professorial Procurement	3,000	
Meetings	2,300	
President's Contingent	2,000	
Postage	1,500	
ADT Contract	1,760	
Insurance and Audit	13,000	
Alumni	7,200	
Development — Advertising, public relations, etc.	5,000	
Fort Johnson General	550	
Marine Biological Laboratory	3,750	
Admissions Office	7,500	
Financial Aid and Placement Office	5,000	
Other Departments	1,000	
Cultural Series	10,000	
President's Auto Allowance	1,200	
President's House Operations	1,200	
Housing Allowance — Adm. Vice President	3,000	
Security Police	12,500	
		163,460

LABORATORIES

Biology	$ 6,500	
Chemistry	5,350	
Physics	1,300	
		13,150

EDUCATION			
Practice Teaching	$ 1,200		
Supplies	350		
			$ 1,550
LIBRARY			
Cataloging, Processing, and Telephone	$ 800		
Books (including matching 5,000)	7,500		
Purchase of essential volumes	15,000		
Subscriptions	3,500		
Cost of Binding	200		
Membership –- Lib. Soc.	550		
A.K.G.	275		
			27,825
GYMNASIUM AND PHYSICAL EDUCATION			
Supplies	$ 1,500		
Equipment	1,000		
Heat, Light, Water	3,500		
Telephone	275		
Dixie Conference	350		
Mileage	200		
Physical Education Department	2,500		
			9,325
STUDENT AFFAIRS			
Health Insurance	$ 3,000		
Orientation	500		
Medical Services and Infirmary	5,000		
			8,500
TAXES AND FRINGE BENEFITS			
Blue Cross and Blue Shield	$ 9,210		
Group Life Insurance	3,540		
Major Medical	3,052		
Social Security	23,100		
South Carolina Retirement	38,800		
			77,702
OTHER EXPENSES			
Summer Session	$ 8,244		
Student Activities	37,500		
United Student Aid Fund	3,000		
National Defense Student Loan (1/9 of 45,433)	5,050		
Work Study (1/5 of 22,620)	4,524		
NDSL Wachovia Services	2,110		
Master's Program	16,305		
Matching Funds for Federal Equipments Grants (5,000 Physics 6,500 Biology)	11,500		
			88,233
DEVELOPMENT FUND Repayment			16,751
			$1,002,496

APPENDIX D

COLLEGE OF CHARLESTON

REAL ESTATE OWNED

As of May 31, 1969

Date Acq.		Total	Operating	Endowment: Building	Endowment: Doud
Prior to 1960	6 Green Street	4,500.00		4,500.00	
1945	8-10 Green Street	17,500.00		17,500.00	
1949	59 St. Philip Street	5,500.00		5,500.00	
1962-6	Marshlands House	73,416.53	6,396.93	22,285.10	5,000.00
1969	71-73 George Street	17,000.00	17,000.00		
1962-6	Main Plant Boiler	16,000.00			
1963	Fort Johnson Property	38,411.45			
1963	6 Glebe Street	99,577.04	48,213.30	4,143.74	2,000.00
1945	169-171 Calhoun Street	12,000.00			12,000.00
1951	57 St. Philip Street	11,963.90			11,963.90
1949	307 Meeting Street	7,800.00			7,800.00
1949	16 College Street	7,300.00			7,300.00
1948	61 St. Philip Street	4,750.00			4,750.00
1961	4 Green Street	15,787.33			15,787.33
1961	26 Glebe Street	15,600.00			15,600.00
1952	65 St. Philip Street	7,287.00			
1957	147-153 Market and 10 Princess St.	13,000.00			
1963	27-29 St. Philip Street	10,280.00			
1964	11 College Street	49,576.84			
1964	14 Green Street	24,584.80			
1962	Student Union Dormitory	539,648.30			
1958	173-175-179 Calhoun Street	46,001.75			
1964	58 St. Philip Street	52,706.88			
1965	14 College Street	13,730.69			
1966	14 Glebe Street	17,190.65			
1966	Women's Dormitory	713,047.31	713,047.31		
1966	Mall	52,827.00			
1966	3 College Street	15,414.72			
1967	13 Glebe Street	8,664.71			
Total		1,911,066.90	784,657.54	53,928.84	82,201.23

APPENDIX D (Continued)

ENDOWMENT				SCHOLARSHIP			
Pettus	Common Endowment	Student Union	Ford	Development	Whaley	Common Scholarship	Fort Johnson
				24,734.50		15,000.00	
				16,000.00			38,411.45
				45,220.00			
7,287.00							
					13,000.00		
						10,280.00	
						49,576.84	
						24,584.80	
		539,648.30					
			46,001.75				
	52,706.88						
	13,730.69						
	17,190.65						
				52,827.00			
				15,414.72			
						8,664.71	
7,287.00	83,628.22	539,648.30	46,001.75	154,196.22	13,000.00	108,106.35	38,411.45

APPENDIX E

TEN-YEAR ENROLLMENT PATTERNS AT OFF-CAMPUS UNIVERSITY UNITS

	FTE* Students									
Branch/Center	**1959**	**1960**	**1961**	**1962**	**1963**	**1964**	**1965**	**1966**	**1967**	**1968**
USC:										
Aiken	—	—	112	188	129	177	209	272	279	315
Beaufort . . .	38	41	52	46	35	82	91	92	110	107
Coastal Carolina	—	55	64	61	96	152	206	220	289	332
Florence . . .	101	104	117	128	145	195	277	321	406	356
Lancaster . .	—	79	81	65	93	139	199	214	277	260
Salkahatchie .	—	—	—	—	—	—	65	94	103	65
Spartanburg .	—	—	—	—	—	—	—	—	147	363
Union	—	—	—	—	—	—	56	72	140	201
Subtotal, USC	139	279	426	488	498	745	1,103	1,285	1,751	2,007
Clemson:										
Greenville . .	—	—	—	—	—	—	—	—	273	151
Sumter . . .	—	—	—	—	—	—	—	87	184	171
Subtotal, Clemson . .	—	—	—	—	—	—	—	87	457	322
Total . .	139	279	426	488	498	745	1,103	1,372	2,208	2,329

* — "FTE" means "Full-Time Equivalent." Obtained by dividing total semester credit hours taught by 15. Generally, FTE enrollments will fall, numerically, **between** those representing numbers of students enrolled full-time, and total number enrolled.

APPENDIX F

A STUDY OF STUDENT FINANCIAL NEEDS IN SOUTH CAROLINA

April, 1969

Summary

Evidence pointing to the existence of a financial barrier standing between college enrollment and the young men and women of the state is presented. For the 30,000 South Carolinians already enrolled as undergraduates in the state's accredited colleges and universities in 1968-69, the estimated financial need is shown to be about $16.1 million, using accepted norms for financial support available from students and their parents. This additional need is only partially met by available student aid, which totals about $7.6 million. The difference, $8.5 million, is presumably being met by means of financial sacrifice on the part of the students and their parents.

Details

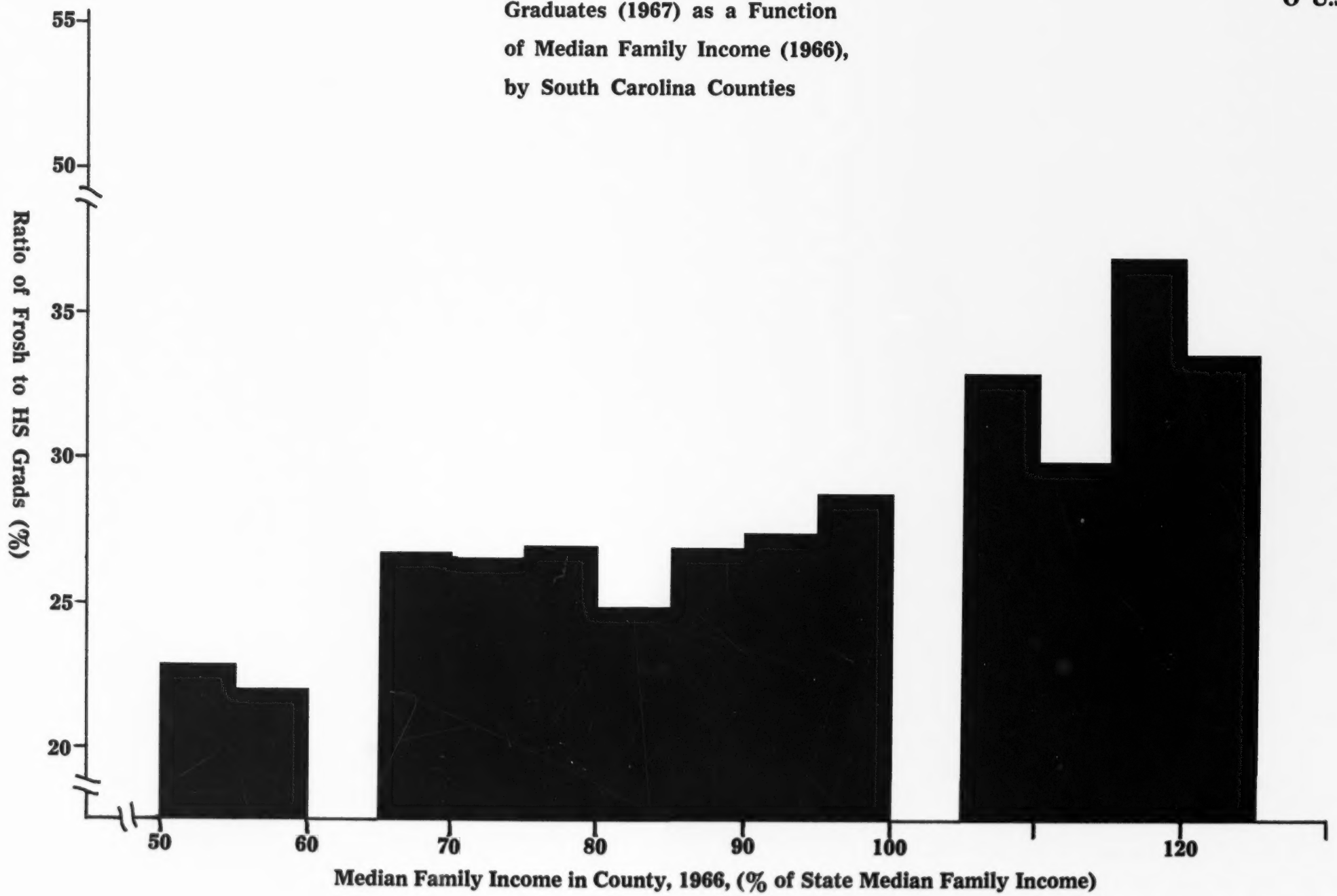
A. The Financial Barrier to Higher Education in South Carolina

The decision, an intensely personal one for each individual and for each family, as to whether or not a given student will continue his education beyond the high school years, is influenced by a variety of factors, many of which are not easily quantifiable. In addition to questions of a purely economic nature, other considerations such as individual motivation, ambition, the level of preparation, and the orientation of his peers to post-high school plans and opportunities, all enter into that decision.

However, on the surface, it would appear that South Carolina's low per capita and per family income might well be a contributing factor in the state's correspondingly low rate of high school graduates who move on to college. The data presented in Figure F-1 offer evidence that this assumption is valid. Shown in Figure F-1 are the percentages of the high school graduates, in 1966-67, who entered some college as freshmen in the autumn of 1967, plotted as a function of the standardized mean per family income in their home counties. Estimates of the median family income, for each of the 46 counties in 1966, was obtained from a recent statistical report[1], which also indicated that the median family income for the state as a whole was $5,850. The counties were divided into groups according to the ratio of the estimated median family income for each to this state median. The number of high school graduates and the numbers of those enrolling as freshmen in college were totalled for each group, and the average "college-going rate" for each group of counties was obtained.[2]

FIGURE F-1

College-Going Rate of High School Graduates (1967) as a Function of Median Family Income (1966), by South Carolina Counties



It is clear, from the trend of the data shown in Figure F-I, that a higher median income produces a higher college-going rate among those high school graduates. Even this crude measure indicates that, in fact, a financial barrier to higher education does exist within the state.

A clear reminder that other factors do enter into these decisions as to whether or not to attend college is, however, indicated by the encircled point in the upper right hand part of Figure F-I. In 1966-67, the year for which these data apply, the median family income in the U. S. was 27% higher than that in the state, while the percentage of high school graduates entering college averaged 56%, or more than 80% higher than the South Carolina rate that same year.

However, it is clear from data like these that an important need in the state may well be for a new, well-balanced program of state financial support for its prospective college students.

B. The Dimensions of the Current Problem

It was considered to be beyond the scope of this study to undertake a survey of the state's high school and college populations, to ascertain at first hand what sacrifices today's students, and their families, are making in the name of higher education. However, in 1968, the College Entrance Examination Board (CEEB), under contract to the North Carolina Board of Higher Education, developed a model which does make this measurement accurately for North Carolina.[3] Most economic indicators show that the financial patterns as to per capita and per family income in North Carolina and in South Carolina are very nearly the same. Therefore, with the consent of both the North Carolina Board and of the CEEB, this model was adapted to the current enrollment patterns in this state.

The Commission believes that any program of state-supported financial aid to students can properly be restricted to South Carolina residents, and that attention should be focused on the accredited colleges and universities only. This latter distinction arises from the Commission's belief that students should be encouraged to attend institutions of demonstrated quality; and that accreditation by the Southern Association of Colleges and Schools, which is operated by the colleges and universities themselves, is a more meaningful criterion than is "approval" by some other agency.

The distribution, in 1968-69, of the undergraduate enrollments in the accredited institutions is given in Table F-I.

TABLE F-I

Full-Time Undergraduates At S. C. Accredited Institutions[c]

SCHOOL	TOTAL	S. C. RESIDENTS (NO.)		
Public	**No.**	**Total**	**Boarding**	**Commuting**
Clemson U.[a]	5,769	4,194	2,423	1,771
The Citadel	2,172	1,099	1,033	66
S. C. State	1,602	1,497	1,305	192
U.S.C.[a]	10,946	8,689	2,643	6,046
Winthrop	3,039	2,752	2,448	304
Subtotal, Public	23,528	18,231	9,852	8,379
Nonpublic[b]	13,948	11,298	6,717	4,581
Totals	37,476	29,529	16,569	12,960

Notes:

(a) Includes Branches and Centers.

(b) Baptist, Benedict, Charleston, Claflin, Columbia, Coker, Converse, Erskine, Furman, Lander, Limestone, Newberry, Presbyterian, Wofford, Voorhees, Anderson, North Greenville, Spartanburg.

(c) Sources: Enrollment data from "Migration of College Students," USOE HEGIS Series, Form 2300-2.8, (November, 1968) submitted to USOE by each college. Distribution as to boarding or commuting from USOE 1036-1, "Institutional Application to Participate in Federal Student Financial Aid Programs, FY '70," submitted to USOE by each college, and private communications.

Of the total, about 79% are South Carolina residents, as defined by each college; and of these in-state undergraduates, 38% are enrolled in the 18 accredited nonpublic institutions and 62% in the five public (excluding the Medical University). The numbers of boarding and commuting students in each sector are also shown, since the costs to the student are different in these circumstances.

In Table F-II are given the data on the costs to these students, and their families.

TABLE F-II

Costs To S. C. Undergraduates In S. C. Colleges

A. Elements Of Cost ($/Yr./Student)

Sector	Avg. Tuition & Fees	Avg. Room & Board	AVG. PERSONAL EXPENSES Boarding Students	Commuting Students
Public (5)	496	671	647	921
Nonpublic (18)	951	848	587	659

B. Weighted Average Costs

Sector	Total Cost ($/Yr./Student)
Public (5)	1,630
Nonpublic (18)	2,071

The elements of these costs are given in Table F-IIA, where each entry in the Table is weighted by the enrollments shown in Table F-I. The columns labeled "Average Personal Expenses" for each student type and sector were obtained by subtracting known tuition and fees (and room and board where applicable) from the student budgets estimated[4] by each college or university.

Both students and parents are expected to bear a portion of these costs. The College Scholarship Service (CSS) usually estimates that a student should be able, from summer earnings or savings, to provide up to $325 annually toward his education. The Commission staff has estimated that a reasonable expectation for South Carolina students should be as high as $500.

The CSS also has published data[5] on the reasonable amounts that parents of various income, and with various numbers of dependent children, may be expected to contribute toward the education of one child. A difficulty arises, however, in that the income distribution of South Carolina college students' families is not precisely known. Available to the Commission are the family income distributions of applicants for student aid at both Clemson and the University of South Carolina. These are shown in Table F-IIIA.

TABLE F-III

Family Income Distributions

A. Family Income Distributions Of Aid Applicants
Clemson U. and U.S.C., 1968

Family Income ($/Yr.)		% of Applicants
Less Than	$ 3,000	8
	$ 3,000- 5,000	14
	$ 5,000- 7,000	16
	$ 7,000- 9,000	19
	$ 9,000-11,000	16
	$11,000-13,000	12
More Than	$13,000	14

B. N. C. Representative Income Distribution[a]

Annual Family Income Before Tax	% of Students
$ 0- 3,999	14
$4,000- 5,999	17
$6,000- 7,999	19
$8,000- 9,999	17
Over $10,000	33

(a) **A Study of Student Financial Aid in North Carolina, 1968,** Research Report 4-68 (December, 1968), North Carolina Board of Higher Education, Raleigh, North Carolina, Part II, p. III-6.

Comparison with similar data from North Carolina universities indicates that the income distribution of applicants for aid in the two states, at comparable institutions, is quite similar. The representative income distribution adopted by the CEEB study in North Carolina can therefore be adopted with some confidence. This distribution is shown in Table F-IIIB.

All of these elements — college budgeted costs, and the amounts both students and parents of various incomes can be expected to pay — can then be assembled, to gain some insight into the dimensions of the existing student financial aid problem in the state at current enrollment levels. These estimates are made in Tables F-IV, and F-V for the public and nonpublic sectors respectively.

In both Tables, the first three rows give the assumed income distributions and numbers of students. The fourth row, labeled "Budgets," gives the weighted average cost per student, and the total for each income bracket. The contributions by each student are assumed to be $500 throughout, except that this is reduced to $65 for students in the highest income bracket in the public colleges, because in this case the expected contribution from the parents does not require so large a contribution from the student. The expected contribution from the parents is taken from the data in Table F-IX, assuming that each set of parents has 2.5 children, on the average. Subtracting the contributions of students and parents from the estimated budgets results in the row labeled "Estimated Need."

TABLE F-IV

Financial Needs in Public Colleges

Avg. Income	$3,000		$5,000		$7,000		$9,000		$12,000		Total
% Students	14		17		19		17		33		100
No. S. C. Students	2,552		3,099		3,464		3,099		6,016		18,231
	Per Student	Total	Per Student	Total	Per Student	Total	Per Student	Total	Per Student	Total	
Budget	$1,630	$4,159,760	$1,630	$5,051,370	$1,630	$5,646,320	$1,630	$5,051,370	$1,630	$9,806,080	$29,714,900
From Students	$500	$1,276,000	$500	$1,549,500	$500	$1,732,000	$500	$1,549,500	$65	$391,040	$6,498,040
From Parents	None	—	$240	$743,760	$640	$2,216,960	$1,020	$3,160,980	$1,565	$9,415,040	$15,536,740
Estimated Need	$1,130	$2,883,760	$890	$2,758,110	$490	$1,697,360	$110	$340,890	None	None	$7,680,120
% of Need	38		36		22		4		—		100

TABLE F-V

Financial Needs In Accredited Nonpublic Colleges

Aveg. Income	$3,000	$5,000	$7,000	$9,000	12,000	Total
% Students	14	17	19	17	33	100
No. S. C. Students	1,582	1,921	2,147	1,921	3,728	11,298

	Per Student	Total	Per Student	Total	Per Student	Total	Per Student	Total	Per Student	Total	
Budget	$2,100	$3,322,200	$2,100	$4,034,100	$2,100	$4,508,700	$2,100	$4,034,100	$2,100	$7,828,800	$23,727,900
From Students	$500	$791,000	$500	$960,500	$500	$1,073,500	$500	$960,500	$500	$1,864,000	$5,649,500
From Parents	None	—	$240	$461,040	$640	$1,374,080	$1,020	$1,959,420	$1,565	$5,834,320	$9,628,860
Estimated Need	$1,600	$2,531,200	$1,360	$2,612,560	$960	$2,061,120	$580	$1,114,180	$35	$130,480	$8,449,540
% of Need	30		31		24		13		2		100

It is next necessary to determine the financial aid which was available to these students. The Commission made, in the winter of 1968-69, a survey of aid to enrollees in South Carolina colleges and universities in 1967-68. That survey showed that about 22,000 aid awards were made by all institutions of higher education in the state, valued at about 12.6 million dollars, and that half this dollar total came from federal sources. The results of that survey are reproduced here as Appendix G. For the purposes of the present study, however, those results must be adjusted in several ways; aid primarily to graduate students must be subtracted out, attention must be restricted to the accredited institutions only, and to South Carolina residents only; and, finally, loan awards made under the terms of the statewide Guaranteed Loan Program must be added.

The results of the Commission's survey indicated that the category "Assistantships and Fellowships" was primarily for post-baccalaureate students. For the purposes of this study, then, that category of aid was deleted.

The institutions responding to the original survey included all of the public institutions and all but three of the accredited private ones. The aid reported by the nonpublic institutions was adjusted upwards by a factor compensating for the enrollments of those institutions not responding to the survey.

Estimates of aid provided to South Carolinians only was generally not provided by the respondents to the original survey — hence, the aid totals for each sector were multiplied by the fractions corresponding to South Carolina enrollments in the full-time undergraduate totals: 0.775 for the public sector and 0.810 for the private. Loans made under the terms of the Guaranteed Loan Program, operated for the state by USAF, Inc. (totalling 1,450 awards valued at $822,000), were added.

The results are given in Table F-VI.

TABLE F-VI

Financial Aid To S. C. Undergraduates at Accredited South Carolina Institutions, 1967-68

A. Elements of Aid, By Sector

AID FORM	PUBLIC INST.		NONPUBLIC INST.	
	No. Awards	Value ($, 10^3)	No. Awards	Value ($, 10^3)
Scholarships, Grants and Gifts . .	1,683	949	2,750	1,058
Athletic Grants	487	762	398	382
Work Programs	2,765	691	2,058	640
Loans	4,236	1,700	2,344	1,450
Totals	9,171	4,102	7,550	3,529

B. Distribution of Aid, 1967-68

AID FORM	TOTAL AID	
	% Awards	% Value
Scholarships, Grants and Gifts	26	26
Athletic Grants	5	15
Work Programs	29	18
Loans	39	41

The data in Table F-VI indicate that South Carolina undergraduates at accredited institutions were the recipients of about 7.6 million dollars in student aid in 1967-68. The data also indicate that loan programs were the most prevalent source of support, reaching about 40% of both dollar value and of numbers of awards.

The data of Tables F-IV and V, showing student need over and above reasonable expectations from family sources, and Tables F-VI, showing available aid, are combined in Table F-VII.

TABLE F-VII

The "Dollar Gap"

Sector	Student Needs (10^6 $)	Student Aid (10^6 $)	Difference (10^6 $)
Public Institutions (5)	7.7	4.1	3.6
Nonpublic (18) . . .	8.4	3.5	4.9
Total	16.1	7.6	8.5

The difference between total need and total available aid, shown in this table, is about 8.5 million dollars. It should be borne clearly in mind, in examining this figure, **that these data were derived for students already enrolled in college.** To avoid confusion, this difference is called a "Dollar Gap," rather than a deficit, because it is clear that these bills are being paid (or at least one hopes that they are). What the magnitude of this figure does demonstrate, and dramatically, is the magnitude of the sacrifice that South Carolina students and their families are already making in the name of higher education.

C. Conclusions

The data presented in the preceding sections show that there is a measurable financial barrier standing between South Carolina youth and higher education, and give convincing evidence that many students, and their parents, in the state are already making severe financial sacrifices to provide college opportunities for themselves and their children. These facts lead the Commission to conclude that the state could make no better investment in its future at this time than some form of state-supported aid for its college students. Indeed, it may well be that only by making some such investment in direct student aid can more South Carolinians be encouraged to continue their educations past the high school years.

There are some generalizations that can be made from the study. Of the three generally accepted forms of student aid — grants, loans, and work-study plans — the evidence is that students themselves are already heavily involved in loan programs. Moreover, a reasonable guess can be made that a substantial fraction of the "Dollar Gap" of $8.5 million, shown in the preceding section, is being met by loans, by students or their parents or both, from private lenders — loans which would not have been reported in the Commission's aid survey. The aid category bestowing the least amount, in terms of dollars, is the work-study program: yet the assumption has been in estimating student needs that each

student must contribute $500 annually on his own, most of which will come from earnings in part-time employment. A point of diminishing returns can be reached, more quickly for some students than for others, in such part-time employment. The remaining general aid category is the one of scholarships, grants or gifts.

Nearly 20 states in all operate state-supported programs of scholarships and grants. It would seem reasonable to assume that such a program should include demonstration of financial need as one criteria for the granting of awards.

Notes:

(1) **"SAGE,** A Data and Projection System for Decision-Making in S. C.," Campus Facilities Associates, Inc., Boulder, Colorado, pp. 107-109, unpublished, (January, 1969).

(2) "Report of Scholastic Record of College Freshmen, 1967-68," S. C. Dept. of Education, Columbia, S. C., (1968).

(3) "A Study of Student Financial Aid in N. C.," Part II, Research Report 4-68, N. C. Board of Higher Education, Raleigh, N. C., (December, 1968).

(4) "Student Expense Budgets of American Colleges and Universities for the 1967-68 Academic Year," College Scholarship Service Technical Reports, Educational Testing Service, Princeton, N. J., (1967).

(5) "Manual for Financial Aid Officers, 1967," College Scholarship Service, College Entrance Examination Board, New York, (1967).

TABLE F-VIII

Family Income (1966), High School Graduates And College Enrollees (1967) By County

Avg. Fam. Income (% of State Avg.)	Counties	No. HS Grads	No. Coll. Enrollees	Coll. Going Rate (%)
50- 54.9	Lee, Williamsburg	1,017	238	23.4
55- 59.9	Calhoun, Clarendon	630	139	22.1
60- 64.9				
65- 69.9	Allendale, Dillon, McCormick	682	182	26.7
70- 74.9	Bamberg, Colleton, Hampton, Jasper, Marion	1,494	398	26.6
75- 79.9	Edgefield, Fairfield, Marlboro, Orangeburg	1,957	524	26.8
80- 84.9	Chesterfield, Saluda	572	142	24.8
85- 89.9	Darlington, Dorchester, Florence, Georgetown, Horry	4,162	1,119	26.9
90- 94.9	Barnwell, Berkeley, Kershaw, Newberry, Sumter	2,888	790	27.4
95- 99.9	Abbeville, Beaufort, Cherokee, Chesterfield, Oconee	2,153	622	28.9
100-104.9				
105-109.9	Anderson, Greenwood, Laurens, Spartanburg, Union	5,022	1,645	32.8
110-114.9	Lancaster, Lexington, Pickens, York	3,490	1,039	29.8
115-119.9	Charleston, Greenville, Richland	8,251	3,070	37.2
120-124.9	Aiken	1,307	441	33.7

Sources:

(a) Average family income data from **"SAGE,** A Data and Projection System for Decision-Making in S. C.," Campus Facilities Associates, Inc., Boulder, Colorado, pp. 107-109, unpublished, (January, 1969).

(b) High school graduates and college enrollees from "Report of Scholastic Record of College Freshmen, 1967-68," S. C. Department of Education, Columbia, S. C., (1968).

TABLE F-IX

Total Expected Parents' Contribution From Net Income By Size of Family, 1967-68

Net Income (Before Fed. Tax, $)	No. of Dependent Children 1	2	3	4
4,000	300	110	—	—
4,500	410	220	—	—
5,000	530	320	160	—
5,500	640	430	250	140
6,000	750	540	350	220
6,500	870	640	430	300
7,000	990	750	530	390
7,500	1,110	850	620	480
8,000	1,220	950	710	560
8,500	1,340	1,050	810	640
9,000	1,460	1,150	890	720
9,500	1,590	1,250	980	810
10,000	1,690	1,350	1,060	890
10,500	1,810	1,440	1,150	960
11,000	1,920	1,540	1,230	1,040
11,500	2,030	1,640	1,320	1,110
12,000	2,150	1,730	1,400	1,190

Note: For the purposes of this study, expected parents' contribution was taken to be the mean of that expected for parents with 2 and 3 children.

Source: "Manual for Financial Aid Officers, 1967," College Scholarship Service, College Entrance Examination Board, New York, (1967).

APPENDIX G

STUDENT AID PROGRAMS IN SOUTH CAROLINA, 1967-68

Useful replies to the Commision's questionnaire on college student aid for 1967-68 were received from all six public institutions and from eighteen nonpublic institutions — 14 senior and 4 junior. These 24 institutions enrolled 90% of all full-time students in 1967-68. Making adjustments for those institutions not reporting, it appears that all institutions made more than 22,000 aid awards of all kinds, valued at about $12.6 million. Half of the money was provided by federal sources. The number of individual students aided probably did not exceed 18,000, or 40% of the more than 43,000 full-time students enrolled in the autumn of 1967.

In all institutions taken together, work-study programs accounted for 37% of the awards and 39% of the dollar value; loan programs 31% of awards and 28% of value; scholarships, grants and gifts 27% of awards and 21% of value; and athletic scholarships 5% of awards and 12% of the total dollars. In 1967, the six public institutions had about 56% of the total full-time enrollment. These six made 49% of the aid awards, accounting for 59% of the aid dollars.

The aid programs summarized here are primarily only those administered by each college or university. Not included are the state-wide guaranteed loan program, veterans' (GI Bills) benefits, or ROTC benefits. Not included either are individual awards by private foundations, individuals or clubs or loans made individually from other sources.

Data from the 24 responding institutions are given in Tables I and II. The 18 nonpublic institutions represented in Table II enrolled 79% of the senior college and 70% of the junior college full-time students in the private sector in 1967-68. The estimates for 26 nonpublic institutions, given in Table III, were obtained from the reported data of Table II by adjusting the totals by category on the basis of full-time enrollment, by college type.

Matching provisions required by some federal programs (e.g., the EOG program) were ignored and the totals shown are the federal contributions. On the basis of numbers reported by each college type, it was assumed that "Assistantships" were primarily federally-funded in the public and institutionally funded in the private sectors.

TABLE G-I

Reported Student Aid at 6 Public Institutions, 1967-68

Aid Category	No. Awards	Value ($, 10^3)
I. GRANTS AND GIFTS		
A. Scholarships & Other	1,494	903.3
B. Educ. Opp. Grants (F)	669	304.1
C. Health Prof. Scholarships (F)	49	33.9
D. Voc. Rehab. Grants (F)	67	39.6
Subtotal, Institutional	1,494	903.3
Subtotal, Federal	785	377.6
Subtotal, Grants/Gifts	2,279	1,280.9
II. ATHLETIC SCHOLARSHIPS	629	984.0
III. WORK PROGRAMS		
A. Work-Study	2,824	626.3
B. Work-Study (F: CWSP)	807	357.5
C. Assistantships (F)	1,088	2,629.9
Subtotal, Institutional	2,824	626.3
Subtotal, Federal	1,895	2,987.4
Subtotal, Work	4,719	3,613.7
IV. LOAN PROGRAMS		
A. Direct	598	80.2
B. Guaranteed	1,010	646.7
C. Nat. Defense (F)	1,612	750.3
D. Health Profs. (F)	55	42.3
E. Cuban Relief (F)	11	11.9
Subtotal, Institutional	1,608	726.9
Subtotal, Federal	1,678	804.5
Subtotal, Loans	3,286	1,531.4
All Programs, Institutional	6,555	3,240.5
All Programs, Federal	4,358	4,169.5
All Programs, All Sources	10,913	7,410.0

Note: "(F)" means Dollar Support Wholly or Largely Federal.

TABLE G-II

Reported Student Aid At 18[1] Nonpublic Institutions, 1967-68

Aid Category	No. Awards	Value ($, 10^3)
I. GRANTS AND GIFTS		
A. Scholarships & Other	2,393	827.0
B. Educ. Opp. Grants (F)[2]	549	300.6
C. Health Prof. Scholarships (F)	None	—
D. Voc. Rehab. Grants (F)	None	—
Subtotal, Institutional	2,393	827.0
Subtotal, Federal	549	300.6
Subtotal, Grants & Gifts	2,942	1,127.6
II. ATHLETIC SCHOLARSHIPS	416	400.1
III. WORK PROGRAMS		
A. Work-Study	1,986	756.1
B. Work-Study (F: CWSP)	510	159.4
C. Assistantships	120	113.7
Subtotal, Institutional	2,106	869.8
Subtotal, Federal	510	159.4
Subtotal, Work	2,616	1,029.2
IV. LOAN PROGRAMS		
A. Direct	696	172.5
B. Guaranteed	387	281.7
C. Nat. Defense (F)	1,730	1,069.6
D. Health Profs. (F)	None	—
E. Cuban Relief (F)	None	—
Subtotal, Institutional	1,083	454.2
Subtotal, Federal	1,730	1,069.6
Subtotal, Loans	2,813	1,523.8
All Programs, Institutional	5,998	2,551.1
All Programs, Federal	2,789	1,529.6
All Programs, All Sources	8,787	4,080.7

Notes:

(1) Baptist, Benedict, Bob Jones, Coker, Charleston, Columbia, Converse, Erskine, Furman, Lander, Limestone, Newberry, Presbyterian and Wofford; Anderson, North Greenville, Palmer and Southern Methodist.

(2) "(F)" Means Dollar Support Wholly or Largely Federal.

TABLE G-III

Estimated Student Aid At 26[1] Nonpublic Institutions

Aid Category	No. Awards	Value ($, 10^3)
I. GRANTS AND GIFTS		
A. Scholarships & Other	3,050	1,050
B. Educ. Opp. Grants (F)[2]	710	380
Subtotal, Institutional	3,050	1,050
Subtotal, Federal	710	380
Subtotal, Grants & Gifts	3,760	1,430
II. ATHLETIC SCHOLARSHIPS	530	490
III. WORK PROGRAMS		
A. Work-Study	2,580	1,010
B. Work-Study (F: CWSP)	660	210
C. Assistantships (F)	150	140
Subtotal, Institutional	2,730	1,150
Subtotal, Federal	660	210
Subtotal, Work	3,390	1,360
IV. LOAN PROGRAMS		
A. Direct	860	220
B. Guaranteed	490	360
C. Nat. Defense (F)	2,220	1,370
Subtotal, Institutional	1,350	580
Subtotal, Federal	2,220	1,370
Subtotal, Loans	3,570	1,950
All Programs, Institutional	7,660	3,270
All Programs, Federal	3,590	1,960
All Programs, All Sources	11,250	5,230

Notes:

(1) 18 listed in Table I, adjusted by full-time enrollments for Allen, Central Wesleyan, Claflin, Morris and Voorhees; Clinton, Friendship and Spartanburg.

(2) "(F)" Means Dollar Suport Wholly or Largely Federal.

APPENDIX H

ENROLLMENT PATTERNS . . . .

Although the Commission intends to publish, later in the year, a Statistical Abstract of Higher Education in South Carolina, the trends in college enrollments in the state are of sufficient interest to warrant their inclusion here.

Full-time autumn enrollments are given in Table H-I. As has been the case elsewhere in the country, South Carolina colleges have seen enrollments grow rapidly during the decade, to the extent that almost as many students are now enrolled in the public sector alone as were, in 1961, in all institutions.

The nonpublic institutions in the state are continuing to carry a large share of this burden, but recent indications point to a quickening trend to the lower-cost public institutions. Although the nonpublic colleges' share of the total enrollment dropped by only 4 percentage points over the decade, the full-time enrollment in the public sector increased by 22% over the four years from 1966 through 1969 whereas the enrollment in the private sector grew by only 10% — a rate twice as small — in the same time span.

TABLE H-1

Full-Time Autumn Enrollments in S.C., By Year and Sector

SCHOOL	1961	1962	1963	1964	1965	1966	1967	1968	1969
Public Institutions									
Clemson U.[1]	3,925	4,113	4,186	4,378	4,767	4,947	5,720	6,149	6,127
S. C. State	1,169	1,215	1,181	1,215	1,340	1,405	1,493	1,790	1,733
The Citadel	1,966	1,989	1,980	1,971	2,033	2,106	2,206	2,152	2,157
U. of S. C.[1]	5,169	5,341	5,809	6,708	7,749	9,172	10,014	10,420	11,446
Med. USC	642	648	635	652	669	746	842	939	817
Winthrop	1,879	2,062	2,178	2,566	2,854	2,874	3,011	3,081	3,158
Subtotal, Public	14,750	15,368	15,969	17,490	19,412	21,250	23,286	24,531	25,438
Branches/Centers[2] . . .	384	440	449	671	993	1,237	2,059	2,024	2,033
Total, Public	15,134	15,808	16,418	18,161	20,405	22,487	25,345	26,555	27,471
Nonpublic Institutions[3]									
Sr. Colls (21)	12,092	12,533	12,884	13,453	14,878	15,881	16,822	17,687	17,796
Jr. Colls (7)	11,170	2,077	2,263	2,454	2,918	2,965	2,831	2,946	2,990
Subtotal, Nonpublic . .	13,262	14,610	15,147	15,907	17,796	18,846	19,653	20,633	20,786
Total	28,396	30,418	31,565	34,068	38,201	41,333	44,998	47,182	48,257
% Public	53.2	51.9	52.0	53.3	53.4	54.4	56.3	56.2	56.8

Notes: (1) Main Campus Only.

(2) Prior to 1967, Full-Time calculated by ratio from known FTE students.

(3) Allen, Baptist, Benedict, Bob Jones, Central Wesleyan, Claflin, Coker, College of Charleston, Columbia Bible, Columbia, Converse, Erskine, Furman, Lander, Limestone, Morris, Newberry, Presbyterian, So. Methodist, Voorhees, Wofford, Anderson, Clinton, Friendship, No. Greenville, Palmer (2), Spartanburg.

TABLE H-2

NUMBER OF STATE-SUPPORTED SENIOR INSTITUTIONS, 1968; NUMBER OF DEGREE-CREDIT STUDENTS THEREIN, 1968; AND TOTAL POPULATIONS, 1967

State	State Colleges		State Univer.		Total		Population
	No.	Enrollment (thousands)	No.	Enrollment (thousands)	No.	Enrollment (thousands)	(millions)
Alabama	8	24.7	2	34.5	10	59.2	3.54
Alaska	0	—	1	3.9	1	3.9	0.27
Arizona	1	8.2	2	49.1	3	57.3	1.63
Arkansas	6	18.1	2	18.7	8	36.8	1.97
California	19	261.5	1	98.2	20	359.7	19.15
Colorado	7	30.6	2	33.5	9	64.2	1.98
Connecticut	4	25.5	1	17.1	5	42.6	2.92
Delaware	1	.9	1	12.8	2	13.7	0.52
Florida	4	23.0	3	42.2	7	55.2	6.00
Georgia	12	37.1	2	29.1	14	66.2	4.51
Hawaii	0	—	1	17.1	1	17.1	0.74
Idaho	3	10.6	1	7.0	4	17.6	0.70
Illinois	6	4.44	3	94.8	9	139.2	10.89
Indiana	0	—	3	92.1	3	92.1	5.00
Iowa	1	9.1	2	37.3	3	46.4	2.75
Kansas	3	16.9	3	40.3	6	57.2	2.28
Kentucky	4	25.0	2	24.2	6	49.2	3.19
Louisiana	9	60.1	1	31.9	10	92.0	3.66
Maine	1	.5	1	17.3	2	17.8	0.97
Maryland	6	18.2	1	47.3	7	65.5	3.68
Massachusetts	11	35.6	1	19.4	12	55.0	5.42
Michigan	11	79.7	3	115.2	14	194.9	8.58
Minnesota	6	33.2	1	64.1	7	97.3	3.58
Mississippi	6	22.6	2	16.3	8	38.9	2.35
Missouri	8	41.2	1	44.5	9	85.7	4.60
Montana	4	6.3	2	14.8	6	21.1	0.70
Nebraska	4	11.9	1	29.9	5	41.8	1.44
Nevada	1	3.6	1	5.7	2	9.3	0.44
New Hampshire	2	4.1	1	9.1	3	13.2	0.69
New Jersey	7	55.9	1	10.2	8	66.1	7.00
New Mexico	4	9.9	2	23.6	6	33.5	1.00
New York	13	54.4	4	42.1	17	96.5	18.34
North Carolina	12	34.3	1	37.4	13	71.7	5.03
North Dakota	4	6.7	1	7.7	5	14.4	0.64

State	State Colleges		State Univer.		Total		Population
	No.	Enrollment (thousands)	No.	Enrollment (thousands)	No.	Enrollment (thousands)	(millions)
Ohio	4	34.3	8	162.6	12	196.9	10.46
Oklahoma	9	30.0	2	37.3	11	67.3	2.50
Oregon	4	20.1	2	29.1	6	49.1	2.00
Pennslyvania	13	54.7	4	90.2	17	114.9	11.63
Rhode Island	1	5.1	1	9.1	2	14.2	0.90
South Carolina	3	8.1	2	17.0	5	25.1	2.60
South Dakota	5	10.3	2	11.4	7	21.7	0.67
Tennessee	6	45.9	1	30.8	7	76.7	3.89
Texas	14	80.6	5	114.6	19	195.2	10.87
Utah	2	10.8	2	30.1	4	40.9	1.02
Vermont	3	2.3	1	5.8	4	8.1	0.42
Virginia	8	31.8	3	39.2	11	71.0	4.54
Washington	3	22.8	2	44.2	5	67.0	3.09
West Virginia	9	25.7	1	18.0	10	43.7	1.80
Wisconsin	9	58.6	1	60.0	10	118.6	4.19
Wyoming	0	—	1	9.0	1	9.0	0.32

APPENDIX I

NURSING PROGRAMS IN SOUTH CAROLINA

Baccalaureate (4-Year) Degrees Awarded

	1966-67	1967-68	1968-69	Three-Year Total
Clemson U.[a]	—	—	—	—
Medical U.[b]	—	—	13	13
USC	40	45	61	146

(a) New program. First class to be graduated 1972.

(b) First degrees awarded 1968-69.

Hospital (3-Year) Diplomas Awarded

	1966-67	1967-68	1968-69	Three-Year Total
Greenville General	65	75	72	212
Orangeburg Regional	18	10	16	44
Medical U.[c]	43	33	0	76

(c) Program terminated 1968.

Associate (2-Year) Degrees Awarded

	1966-67	1967-68	1968-69	Three-Year Total
Baptist College[d]	—	—	—	—
Lander College	20	12	7	39
Clemson U.	14	39	16	69
USC[e]	65	55	87	207

(d) Program begun 1968. First class of ca 25 to be graduated 1970.

(e) Program at Columbia, Florence and Spartanburg.

APPENDIX J

REPRESENTATIVE EXAMPLES OF STATE SUPPORT FOR NONPUBLIC INSTITUTIONS OF HIGHER EDUCATION

Apart from state support for students, some states have already in effect and others are now considering, various forms of state aid for nonpublic institutions of higher education. The material in this summary is adapted from the report, requested by the Southern Regional Education Board, "State Support for Private Higher Education?" W. H. McFarlane, SREB, Atlanta, Georgia, 1969.

Examples of those kinds of such programs already in effect include:

1. General Maintenance Appropriations

Pennsylvania — General maintenance appropriations are made annually to a "state-aided" private institution (the University of Pennsylvania), and to three "state-related" private institutions (Temple U., the U. of Pittsburgh, and Pennsylvania State University, only the last deriving the bulk of its support in this way).

New York — In 1968, the state enacted legislation providing annual payment to nonpublic institutions for degrees produced, at a rate of $400 per bachelor's and master's degree and $2,400 per doctorate. The program was first funded in 1969.

2. Basic Support for Specific Programs

Florida — Provided, in 1951, for state assumption of part of the annual operating expenses of the Medical School at the private University of Miami.

North Carolina — Provided, in 1969, for a similar program of support for medical education at Duke University and Bowman Gray Schools of Medicine; except that each will receive $2,500 per North Carolina resident enrolled and tuition for North Carolina residents is reduced by $250.

Alabama — Contracts with the private Tuskegee Institute in the amount of about $500,000 annually for the undergraduate and graduate instruction of Alabama residents in specific fields of study.

Several other states are considering mechanisms by which the state may assist its private institutions. Among these are:

Illinois — The legislative Commission to Study Nonpublic Higher Education in Illinois has recommended a four-point program of (a) direct annual grants from public funds to nonpublic institutions for current operating expenses, (b) capital assistance through access to long-term tax-exempt bonds issued by the state, (c) establishment of contracts with private institutions for special services such as providing programs for the disadvantaged, and (d) establishment of a fund to assist in de-